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ABSTRACT

Phase III of an experimental demonstration program in adult basic education in corrections is reported. The two major program goals were: (1) training of selected personnel in use of models to achieve goals of adult basic education for correctional settings; and (2) evaluation of conceptual model and design of instructional delivery system models for adult basic education programs in correctional institutions. The system designed to accomplish the program goals included two major functions: personnel training and system design. Personnel training was effected through a national advanced training seminar to train selected individuals for leadership and instructional roles and through seven regional seminars conducted to train selected persons in the basic use of systems approach to instruction of adult basic education in corrections. Two areas of activity were carried out in the system design function: (1) evaluation of the conceptual model of adult basic education in corrections, and (2) design of models for instructional delivery systems. Phase III resulted in advanced training of 37 individuals, basic training of 110 persons in systems approach to instruction of adult basic education in corrections, and design of 49 models of instructional delivery systems. Appendixes provide material related to both the National Advanced Training Seminar and the 1972 Regional Basic Training Seminars. (DB)

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EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONS

Office of Education Grant No. OEG 0-71-3530 (323)

Adult Education Act of 1966, Section 309

T. A. Ryan, Director

The project reported herein was supported by grant from the U.S. Department of Health, Education, and Welfare, Office of Education.

Education Research and Development Center
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University of Hawaii
Honolulu, Hawaii

July, 1972

AC 014 617

EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONS

NATIONAL ADVANCED TRAINING SEMINAR . . . . October 22 to 27, 1971

REGIONAL BASIC TRAINING SEMINARS . . . .January 2 to May 18, 1972

Office of Education Grant No. OEG 0-71-3530 (323)

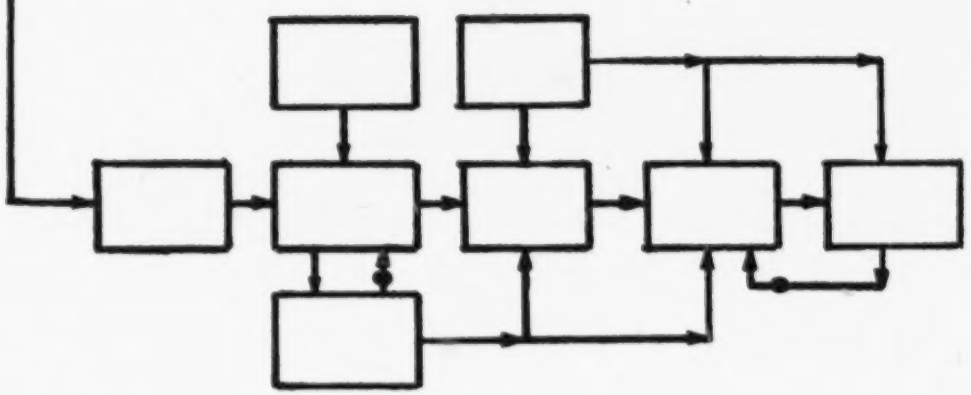
Adult Education Act of 1966, Section 309

Education Research and Development Center

University of Hawaii

July, 1972

When a sheriff or a marshall takes a man from a court house in a prison van and transports him to confinement for two or three or ten years, this is our act. We have tolled the bell for him. And whether we like it or not, we have made him our collective responsibility. We are free to do something about him; he is not....Warren E. Burger - 1970



ABSTRACT

Purpose

The purpose of this program is two-fold: (1) training selected administrative, supervisory, instructional and support personnel to design, evaluate, and implement systems of adult basic education in correctional settings; and (2) testing a conceptual model of adult basic education in corrections, and implementing the conceptual model in instructional delivery systems of adult basic education for correctional settings.

Method

The first three phases of the program plan have been completed. In Phase I, conducted in 1969-70, a national work conference was held to define goals of adult basic education for corrections, a survey was made to assess needs of adult basic education in corrections; a conceptual model of adult basic education in corrections was synthesized; and two seminars, each 24 days in length, were conducted to train 37 individuals in systems approach to adult basic education in corrections.

In Phase II, conducted in 1970-71, a five-day national advanced training seminar was held to train 30 selected individuals for leadership and instructional roles in the regional seminars for management personnel; nine ten-day regional basic training seminars were conducted to train selected administrative, supervisory, and related decision-making personnel in use of systems approach for management of adult basic education in corrections and the design of delivery systems for adult basic education in corrections; and the conceptual model was used to simulate 68 real-life correctional environments.

In Phase III, conducted in 1971-72, a five-day national advanced training seminar was held to train 37 selected individuals for leadership and instructional roles in the regional seminars for basic training in instructional systems; seven ten-day regional seminars were conducted to train 110 selected persons in the basic use of systems approach for instruction of adult basic education in corrections and the design of instructional delivery systems; and the conceptual model was used to simulate 49 real-life correctional environments.

Results

Phase I resulted in training of 37 individuals for leadership roles in adult basic education in corrections, the definition of goals of adult basic education in corrections, the assessment of needs, and the design of a conceptual model of adult basic education for corrections.

Phase II resulted in advanced training of 30 individuals, training of 145 persons in systems approach to management of adult basic education in corrections, revision of the conceptual model of adult basic education in corrections, and design of 66 models of delivery systems for management of adult basic education in corrections.

Phase III resulted in advanced training of 37 individuals, basic training of 110 persons in systems approach to instruction of adult basic education in corrections, a second evaluation and revision of the conceptual model, and design of 49 models of instructional delivery systems for adult basic education in corrections.

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I. Introduction

A. Problem

This experimental demonstration program in adult basic education in corrections was initiated May 1, 1969, with support from the U. S. Office of Education, Division of Adult Education, under provisions of P.L. 87-750, Section 309. The program was designed to implement a two-fold purpose: (1) training of selected administrative, supervisory, instructional, and support personnel to design, evaluate, and implement systems of adult basic education in jails, reformatories, prisons, and post-release settings; and (2) testing of a conceptual model of adult basic education for corrections and implementation of the model in management and instructional delivery systems of adult basic education for corrections.

Phase I was concerned with the training of selected persons in systems approach to adult basic education in corrections and with development and testing of the conceptual model. Phase II dealt with the training of administrative, supervisory, and related support personnel in systems approach and with the design of management delivery systems for adult basic education in local, state, and federal correctional institutions. Phase III, the topic of this report, pertained to the training of instructional, supervisory, and related support personnel in systems approach and to the design of instructional systems for adult basic education in correctional institutions. The fourth phase will be the development of a career-based adult basic education model and delivery systems for implementing the model in correctional settings. Each phase combines the activities of personnel training and model building.

B. Need

With passage of the Adult Education Act of 1966, Congress recognized the need for providing specialized education designed especially to meet the needs of the great number of adults precluded from enjoying full participation in the occupational world, family life, and community and government affairs because of deficits in learning. The National Advisory Committee on Adult Basic Education in 1969 posed the following question and answer to it (p.21): "Living in an open society . . . can we afford not to give every American the ability to comprehend and communicate? . . . . This committee insists that the single answer is no!" The 1972 annual report of the National Advisory Council on Adult Education cited (p.3) " . . . towering evidence of expanding need for adult education: Seventy million persons over 16 years of age have less than a high school diploma; unemployment hovers between 5 and 6%; problems of health and human relations are accelerating; crime in our cities is on the rampage; environmental illiteracy is widespread; and welfare rolls are lengthening."

By virtue of their educational, social, and vocational deficits, this large segment of the nation's population is being denied opportunity to fulfill themselves, achieve personal goals, and build into their lives values and aspirations of a free society. These individuals are not afforded equal

opportunity for a meaningful work role because they lack the basic skills for getting and holding a job. The National Advisory Council on Adult Education recommended in its first and second annual reports that adult education focus on preparing individuals for civic participation, jobs, home, and family life; that a continuing training program for teachers, administrators, counselors, and leaders be strengthened; and that support be given for special projects and experimentation to bring about rapid improvement of adult basic education. Freeman (1966) and McKee (1968) describe the special need for adult basic education in the nation's prisons. The National Advisory Council on Adult Education (1972) stated the need for correctional reform:

> Rehabilitation is the major purpose of the Correctional Institution. . . . Rehabilitation must be a program in the truest sense of the word rather than returning the individual to the same state of circumstances that initially created problems. . . . If we are to cut down the high rate and high cost of recidivism, current haphazard and ineffective rehabilitation methods must be reorganized into full-fledged programs of career-oriented adult education. Add to this the urgent preservice and inservice educational needs of persons employed in correctional institutions. . . . The Council recommends the immediate development of a national plan providing individuals in correctional institutions every type of educational opportunity which research and experience indicate may be of benefit in the self renewal process. The Council further recommends that special professional retraining and training opportunities be made available to individuals employed in the correctional field. (Pp. 16-17)

The offender population in state and federal institutions consists in large part of a socially, academically, and vocationally impoverished group. The offenders lack education, are mainly from the unskilled or semiskilled occupations, and have a sparse history of social participation, family or community involvement. A study by Lohman (1968) of California correctional institutions revealed 73% of the offenders lacked high school diplomas. Lohman (1968) estimated that between 10 and 30% of the inmates in the United States scored below fourth grade level on standardized achievement tests. In the 11 western states, it was estimated that between 80 and 90% of the inmates were functional illiterates, denied access to socially effective, personally satisfying lives because of inability to read, write, and speak the English language.

The history of corrections reveals an emphasis on work to support prison industry, punishment to satisfy the Protestant ethic, and services to perpetuate the system. The U. S. Commission on Law Enforcement and Administration of Justice concluded that the most striking fact about modern correctional apparatus is that, although rehabilitation of criminals is presumably its major purpose, the custody of criminals is actually its major task. The Commission, with authority over 1,300,000 offenders, concluded that too many

present day prisons stress punishment instead of rehabilitation, implement training programs which, in fact, are nothing more than operation of prison industries, potato digging, and auto license plate manufacturing. A Department of Labor study (1965) revealed that the pre-prison work experience of inmates was in the least skilled and most unstable jobs, reflecting inadequate occupational training and lack in basic skills. In a study of the Federal Penitentiary, Atlanta, Brewer (1964) found 61% of the inmates needing help in achieving vocational rehabilitation, with a need for basic education to get inmates up to a level for occupational training. A survey of prison population in North Dakota (Nagel, 1967) revealed 96% of respondents had no plan for pursuing education, and pursuit of education would not be feasible until basic educational deficiencies had been overcome.

Indigenous to the philosophy of corrections in America is the belief that the individual will be returned to society, reformed and rehabilitated, capable of taking his place in the family, the community, and the world of work. As long as the offenders remain lacking in academic, vocational, and social skills, this philosophy of reform and rehabilitation will remain an American dream with little chance of coming true. Chief Justice Warren Burger observed that education is essential to social and vocational rehabilitation. The need for reform and innovation in the educational systems of the prisons is critical, and this need is most apparent in the area of adult basic education. It is essential that administrative, supervisory, instructional, and support personnel in corrections be prepared to identify, select, and use strategies, techniques, and materials of instruction appropriate to the needs and characteristics of the inmate population, and adapted to the unique environment characterizing the prison setting (Pontesso, 1968; Waller, 1968; Hardy, 1968; Westerberg, 1968; Jones, 1968).

To afford an equal chance for civic, economic and social participation to the large segment of the adult illiterate population in correctional institutions or on parole and probation status, adult basic and career-based adult education programs must be implemented on an all-out basis in the nation's jails, reformatories, penitentiaries, and post-release settings. To realize this goal, it is essential to provide training for administrative, supervisory, instructional, and support personnel in corrections, and to create models for management and instructional systems of adult basic and career-based adult education in correctional settings.

The Program in Adult Basic Education in Corrections, conducted by the Education Research and Development Center of the University of Hawaii, is an effort to meet the needs of the educationally, vocationally, and socially deprived adult offenders through development of a conceptual model implemented in delivery systems of adult basic education for corrections, and the training of administrative, supervisory, instructional, and support personnel in systems approach to development and evaluation of career-based adult basic education in corrections.

C. Rationale

The Adult Basic Education in Corrections Program is conceptualized as a massive effort in teacher training and model-building, encompassing

experimentation, demonstration, dissemination, evaluation, and diffusion elements. The program is designed as a national strategy operating in a regional and state framework to provide training to administrative, supervisory, instructional, and support personnel in correctional settings and concomitantly to design and evaluate a conceptual process model and delivery system management and instructional models for adult basic education in corrections.

The program plan rests on a foundation of assumptions:

1. It is assumed that a primary function of the penal system is to change behaviors of offenders to make them fully functioning persons who are capable of (a) achieving self-realization, (b) maintaining healthy family and social relationships, (c) implementing responsibilities of civic and community participation, and (d) contributing to the national economy through full, productive employment at a level commensurate with their potential.

2. It is assumed that reform, rehabilitation, and correction of offenders can be realized only if the individuals overcome academic, social, and vocational deficits which mitigate against full participation in the free society.

3. It is assumed that academic, social, and vocational deficits of adult offenders can be overcome through effective programs of adult basic education geared to the needs and characteristics of the offender population and implementing systems principles for program planning, operation, and evaluation.

4. It is assumed that effective, efficient adult basic education in corrections requires a system for program planning, operating, and evaluating, and personnel capable of implementing the system.

5. It is assumed that purposes of adult basic education and corrections require total interdepartmental commitment and participation within the correctional institution and interagency cooperation across and within local, state, and federal jurisdictions.

6. The most important single assumption undergirding the Adult Basic Education in Corrections Program is that effective systems for management and instruction of adult basic education in correctional settings, and personnel training in implementation of these systems are essential to realization of the goals of adult basic education and corrections. The scattered efforts to improve the education function of corrections have focused on either system design or personnel training. It is held that both elements are essential to the accomplishment of the desired ends; that either by itself is not sufficient.

D. Purposes and Objectives

The ultimate accomplishment expected to derive from the Adult Basic Education in Corrections Program is the overcoming of academic, vocational,

and social deficiencies of adult offenders in the nation's correctional institutions, making them capable of entry into gainful employment and healthy participation in family, civic, and social affairs.

In each phase the program implements a dual-purpose: personnel training and model design. Phase I implemented the program purpose in (1) the training of a select group of corrections decision makers in systems approach; and (2) the design of a conceptual model of adult basic education in corrections. Phase II implemented the purpose in (1) the training of selected personnel in systems approach to achieve goals of adult basic education for correctional settings; and (2) the evaluation of the conceptual model and design of delivery system models for management of adult basic education in corrections. Phase III implemented the program purpose by (1) training individuals in the use of systems techniques to develop, operate, and evaluate adult basic education for correctional institutions; and (2) evaluating and revising the conceptual model and designing delivery systems for instruction of adult basic education in correctional institutions.

The two major program goals were implemented in aims and objectives:

Program Goal 1. Training of selected personnel in use of models to achieve goals of adult basic education for correctional settings.

Aim 1. Advanced training of selected participants in the development of instructional systems.

Objective 1. Given a five-day advanced level seminar on adult basic education in corrections, participants will (a) increase their understanding of the adult basic education in corrections process model; (b) acquire understanding of instructional system design and implementation; and (c) become familiar with principles of adult education relevant to short-term seminars for staff and instruction for offender population.

Objective 2. Given a five-day advanced level seminar on adult basic education in corrections, participants will (a) improve their skills for creating instructional system designs; (b) enhance their skills of designing and using materials-media-methods mixes to train adult learners; and (c) improve their competencies for implementing consulting roles to train others in system design and assist in creating or modifying system designs.

Objective 3. Given a five-day advanced level seminar on adult basic education in corrections, participants will enhance their feeling of commitment to the application of systems techniques for designing and implementing training for staff and/or adult basic education for offenders.

The three objectives of the Advanced Training Seminar on Adult Basic Education in Corrections were implemented in behavioral objectives, against which evaluation of the seminar was made. The behavioral objectives are given in the Seminar Syllabus (Appendix C).

Aim 2. Basic training of personnel in corrections in systems techniques for designing of instructional system models for correctional institutions.

Objective 1. Given a ten-day seminar on adult basic education in corrections, participants will (a) increase their knowledge about and understanding of concepts and principles of systems approach; and (b) increase their knowledge of adult basic education and correctional processes.

Objective 2. Given a ten-day seminar on adult basic education in corrections, participants will (a) improve their skills for developing instructional systems; and (b) improve their skills in using systems techniques of analysis, synthesis, modeling and simulation.

Objective 3. Given a ten-day seminar on adult basic education in corrections, participants will acquire more positive feelings about systems techniques for developing, implementing, and evaluating adult basic education in correctional settings.

The Regional Basic Seminar Objectives are implemented in behavioral objectives, shown in the Seminar Syllabus (Appendix K).

Program Goal 2. Evaluation of conceptual model and design of instructional delivery system models for adult basic education programs in correctional institutions.

Aim 1. Evaluate conceptual model created during Phase I.

Objective 1. Given the conceptual model developed in 1970 and 49 problems from real-life situations in corrections, the results of the 49 simulations will yield data to evaluate the conceptual model.

Objective 2. Given evaluative data collected from consultant and instructional staff from the 1972 seminars, elements in the conceptual model which are vague, incomplete, ambiguous, or irrelevant will be identified.

Aim 2. Design a delivery system model for a ten-day seminar in systems approach to adult basic education in corrections.

Objective 1. Given a five-day advance training seminar, 37 participants will design a delivery system model for a ten-day regional seminar.

Objective 2. Given a five-day advanced training seminar, 37 participants will create the curriculum guide, units, lesson plans, selected hardware and software, and evaluation devices and instruments to implement the model.

Aim 3. Design delivery system models for instruction in adult basic education in correctional settings.

Objective 1. Given a conceptual model, a ten-day seminar, 49 participating teams from correctional institutions, and information relevant to system design, each team will create a flowchart model and a narrative description of a delivery system designed specifically for each team's own institution.

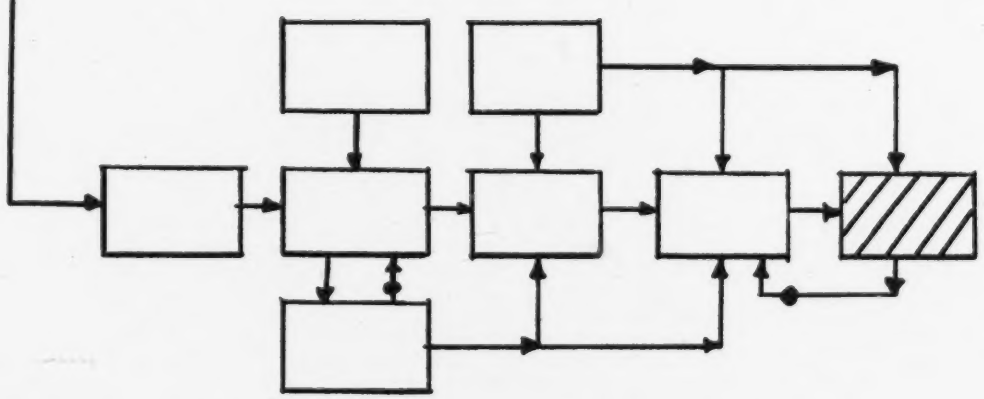
Objective 2. Given a conceptual model, a ten-day seminar, 49 participating teams from correctional institutions, and information relevant to system design, each team will create a curriculum guide to implement the delivery system designed for its correctional institution.

II. Method and Results

The system designed to accomplish the program goals included two major functions: personnel training (pp. 8-20) and system design (pp. 21-23). This report presents a description of the two training elements of Phase III of the Adult Basic Education in Corrections Program and a discussion of the two systems design program elements.

1. Personnel Training. Personnel training in Phase III was in two parts: (a) the advanced training session which was national, and (b) the basic training sessions which were regional. Advanced training (a) was given to persons selected from Phase I and II training to serve as instructors in the Phase III regional seminars. These advanced participants increased their knowledge and skills in systems design, and developed an instructional system, complete with supporting hardware and software, for use in the regional seminars. Basic training (b) was given to persons selected as members of participating teams in the regional seminars. The participants increased their skills and knowledge in systems approach for Adult Basic Education in Correction and designed instructional delivery systems, complete with flowchart and narrative and a sample curriculum, for their own institutions.

TRAINING



TRAINING...

NATIONAL ADVANCED SEMINAR

The crucial element in the art of adult education is skill and sensitivity in helping the offender to assess his needs, and stimulate the transition of these needs into interests so that he may become a fully functioning person, capable of achieving economic efficiency, self-realization, civic responsibility, and positive social relationships. Alfons Maresh

...the cardinal principle for the program is: The Adult Basic Education Program in the institution is to help each inmate reach his fullest potential as an individual. James Williams

Consider the self-concept these same topic men have, and work from that basis. As good management books say: "It is important to note that self-concept of the individual worker is ignored at the organization's peril." We might say the same of correctional education. The Rev. Gervase J. Brinkman

The opportunities for offenders to increase their potential earning power during confinement is essential to the redirection process, whether the growth be academically or vocationally oriented. Tom McFerren

NATIONAL ADVANCED TRAINING SEMINAR

Chicago, Illinois — October 22 to 27, 1971

Theme . . . . . .

This advanced seminar program implemented the theme, "Redirection in Corrections." The seminar program was based on the assumption that total institutional commitment to the goal of redirecting offenders through broad-based educational intervention will realize the purposes of corrections in a free society. It was the thesis of this program that a systematic approach involving total institutional and extra-institutional participation is the key to effective adult basic education for offenders.

Purpose . . . . . .

This seminar was designed to provide advanced training in theory and application of systems approach in relation to the development and implementation of adult basic education programs in correctional settings. The program sought to prepare a cadre of leaders for consulting and training roles that would result in improved and innovative adult basic education in correctional settings.

Participants . . . . .

Seminar participants were innovators in corrections, who qualified for this advanced training program through having completed a basic training seminar in systems research and having been involved in development and implementation of a conceptual model of adult basic education in corrections. Participants in this Advanced Training Seminar were in leadership roles in the 1972 Regional Seminars in Adult Basic Education in Corrections, and have consulting and training responsibilities in their respective institutions and agencies.

There were 37 participants in the 1971 National Advanced Training Seminar, compared to 30 participants in the similar Phase II seminar. The 1971 group was composed of 36 men and 1 woman and had a median age of 42 years. Ninety-five percent of the group had a B.A. or higher degree. The participant Roster is given in Appendix A-1. Description of participants by sex, age, and education is given in Appendix A-2, employment in Appendix A-2 and place of residence in Appendix A-3.

Staff . . . . . .

The staff conducting the seminar included resource personnel in addition to the program staff. Staff Roster and Resource Roster are given in Appendix B.

Program . . . . . .

A five-day program was designed to train participants in techniques of adult basic education and to prepare them for instructional and leadership roles in the regional seminars for educators in corrections. Such training was expected to produce long-term benefits in the participants' subsequent activities in planning, operating, and evaluating improved and innovative adult basic education programs in correctional settings.

The program was conducted from October 22 to 27 at the Center for Continuing Education, University of Chicago, Chicago, Illinois, and consisted of formal instruction plus independent study and group assignments. Formal instruction was held daily from 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. Independent study and group activities took place during evening hours. The syllabus for the advanced training seminar is shown in Appendix C.

Readings relevant to the seminar goals were assigned to the participants prior to the start of the advanced training seminar. These assigned readings are listed in Appendix D. In addition, the participants were provided with a list of 62 supplementary references. The topics covered by the supplementary references were: corrections (6 references); education (38); systems (11); counseling and psychology (4); and bibliography/terminology (3). The education category of 38 references was divided into: program development (10); goals and objectives (6); adult education/ABE/ manpower training (9); testing and evaluation (2); facilities (9); and planning (2).

The seminar opened with an orientation to the seminar purposes and plan, after which the participants were assigned to seven task groups. These seven groups plus the Program Director were responsible for designing a delivery system model for a ten-day basic seminar and for developing the curriculum guide to implement the system. The curriculum guide consisted of eight instructional units, one covering systems principles and techniques and the others covering the seven major subsystems of the conceptual model of adult basic education in corrections. Each instructional unit contained: purpose, goals and objectives; instructional methods and techniques for achieving goals; software to implement the instructional plan and lists of the hardware necessary; and procedures and instruments for measurement and evaluation. The task groups which produced the instructional units are listed in Appendix E.

Training Results . . . . .

Two of the objectives of the advanced training seminar were to increase participants' knowledge and skills relevant to systems approach and adult basic education. A pretest, designed to sample knowledge and skills defined by the training objectives, was administered before training was initiated. The same test was given at the conclusion of training. Evaluation of training was accomplished by comparing the pre- and posttest scores. This comparison, reported in Appendix F, reveals a mean gain of

3.61, indicating a significant improvement in participant skills and increase in knowledge relevant to the seminar training program objectives. Note that these participants had already acquired a high degree of skill through previous Phase I and Phase II training, so that their mean gain in knowledge (3.06) in the Phase III seminar is much greater than their mean gain in skills (0.55). The total gain should be interpreted in light of the short time interval from pre- to posttest. A more meaningful measure of program effectiveness would be obtained from a long-term follow-up to determine (1) effectiveness of the instructional packet and the influence of the instructor on the participants in the regional seminars; and (2) products of improved and innovative adult basic education program plans, operations, and evaluation in correctional settings attributable to advanced training seminar participants and related to the training experiences provided in the seminar program.

Another objective of the advanced training seminar was to develop more positive feelings on the part of participants toward the concepts of system approach and adult basic education in corrections. A pre- and a posttest were administered to determine the extent to which attitudes changed during training. Each concept was rated on a 4-point scale on two dimensions to indicate the degree to which respondents attributed feelings of pleasure and worth to the concept. Comparisons of the mean scores for these tests are listed in Appendix F. They reveal an increase of +.10 on pleasure and +.15 on worth from pre- to post test.

Evaluation . . . . . .

Participants rated the accomplishment of seminar goals. These are reported in Appendix G-1 and reveal considerable satisfaction, particularly in the amount of information generated during the seminar and in the development of teaching skills appropriate for short-term instruction of correctional personnel.

Effectiveness of program management was also evaluated by the participants to determine the extent to which each of the following program elements contributed toward achievement of seminar goals: program activities, instructional materials, and general program organization.

Program activities were rated on a 4-point scale, indicating the degree to which the activity contributed to achievement of seminar goals. Mean ratings are reported in Appendix G-2. Examination of these data reveals that all activities were rated above the chance mean. Activities rated most worthwhile in the National Advanced Training Seminar were participation in micro-lesson preparation and participation in discussion groups. Participation in discussion groups was also top-rated in the Phase II advanced training seminar, but micro-lesson preparation was a new activity with Phase III.

Evaluation of instructional materials was made by rating, on a 4-point scale, the five references which were required reading. Mean

ratings for these materials are reported in Appendix G-3. Examination of the ratings for instructional materials reveals that all references were rated above the chance mean. Participants rated the following two references as most valuable in accomplishing the training program objectives: Ryan, T. A. (Ed.) Model of Adult Basic Education in Corrections (Experimental Edition), and Knowles, M. S. The Modern Practice of Adult Education, Androgogy Versus Pedagogy. The first reference, rated 3.92, was the conceptual model of adult basic education in corrections developed in Phase I of the Adult Basic Education in Corrections Program and was rated the most valuable reference in the Phase II seminar also. The second reference, rated 3.76, was a comprehensive guide to the theory and practice of adult education.

Fifteen items relating to program organization were evaluated. Ratings, reported in Appendix G-4, revealed overall satisfaction with the program, especially in the areas of living arrangements, desire to participate in similar future conferences, fulfillment of seminar expectations, and adequacy of pre-seminar information. The evaluations regarding time allocation and utilization, although considerably higher than the ratings from Phase II Advanced Training Seminar in 1970, were still the source of greatest dissatisfaction. Comments accompanying the rating sheet expressed enthusiasm for a well planned and stimulating session, but frustration with lack of time. The feeling of the group was expressed by one participant: "Excellent five days--need one more."

One cannot educate with fear or hate
--one can only stifle education.
Peter John Eichman

TRAINING...

REGIONAL BASIC

SEMINARS

Ideally . . . programs should be geared to teach the man what he . . . needs to know in order to function adequately in society. Realistically this requires a fantastic shift of policies by state legislators and institution administrators. Claus J. Eischen

The diverse needs of different types of inmates . . . would have a much better chance of being met if individual treatment were available.
Zorina Lothridge

...desired changes in educationally handicapped offenders will not transpire without the addition of trained personnel and the development of unified educational plans or goals. Keith Hayball

They are in correctional institutions because they behave in a way which is not acceptable by society. Altering behavior should be our number one priority. Jerry O. Nielsen

1972 Regional Basic Training Seminars

Durham, New Hampshire . . . . . January 29 to February 8, 1972
Atlanta, Georgia . . . . . February 9 to 19, 1972
Notre Dame, Indiana . . . . . February 20 to March 1, 1972
Chicago, Illinois . . . . . March 12 to 22, 1972
Norman, Oklahoma . . . . . April 10 to 20, 1972
Portland, Oregon . . . . . April 22 to May 2, 1972
Pomona, California . . . . . May 8 to 18, 1972

Theme . . . . . .

This seminar program implemented the theme that correction means a change in direction, to be realized through the educational process functioning as an integral component of a total correctional system. Instruction is seen as the heart of the educational process.

Purposes . . . . . .

The purpose of these seminars was to improve instruction of adult basic education in corrections. Seminar participants learned how to develop, operate, and evaluate instructional systems of adult basic education for corrections. Participants were trained in systems techniques and each team designed an instructional model and an adult basic education curriculum guide to implement the model of adult basic education in a correctional setting. The seminar was designed to increase participants' understanding of the correctional process and the role of adult basic education in achieving the purposes of corrections, and to sharpen the skills needed for coming to grips with some of the critical issues and needs that must be faced if there is to be a redirection in corrections.

Method of selection . . . .

State Directors of Adult Basic Education, State Directors of Corrections, and representatives from the U. S. Office of Education and U. S. Bureau of Prisons were invited to nominate candidates to be considered for participation in the seminars. An announcement about the regional seminars was made by the U. S. Office of Education, Division of Adult Education Programs, and the U. S. Bureau of Prisons. Nominees and direct applicants were sent an application packet containing information brochure, instructions for applying, application form, confidential evaluation form, and certification of employment form. The employment certification documented the employment of the applicant in a position involving responsibility for planning and/or evaluating adult basic education in a correctional setting in 1971-72. In selecting individuals for participation in the seminars, there was no discrimination on account of sex, race, color or national origin of the applicant.

Each applicant was rated against the following selection criteria:

1. Responsibility for administration and organization of education, or supervision of teachers in correctional institutions;

2. Motivation to improve adult basic education for offenders;

3. Education and experience to benefit from training; and

4. Leadership qualities.

Ratings of applicants ranged from 1.65 to 9.50 on a 10-point scale, with median rating of 7.85. The final selection of participants for the regional seminar took into account three factors: (1) recommendation of state director or U. S. Bureau of Prisons director; (2) geographic location of employment; and (3) applicant rating.

There were 333 applicants for the 1972 Regional Basic Training Seminars (27 more than the year before), including 235 nominees and 98 direct applicants. Out of these 333 applicants, 110 participants and 20 alternates were chosen. The number of applications received and accepted is shown in Appendix H.

Participants . . . . . .

Participants in the 1972 seminars included instructional personnel, correctional officers, counselors and staff members from local, state and federal correctional institutions or agencies with responsibilities for administration and management of adult basic education or supervision of teachers in correction. The 110 participants constituted 49 teams. The Participant Roster is given in Appendix I-1. Participation by team and individuals is given in Appendix I-2.

Characteristics of Participants . . .

The total of 110 participants in the seven regional seminars included 96 male and 14 female participants, making a breakdown of 87% male and 13% female. The median age was 37 years. Of the 110 participants 97, or 88%, had an educational attainment of the Bachelor's Degree or higher. A comparison of the participant group for the seven seminars by sex, age, and education is given in Appendix I-3. Compared to the 1971 seminars, the group in 1972 was slightly smaller (110 compared to 145 in 1971), slightly younger (37 compared to 40.5 years), slightly better educated (88% compared to 85% with BA or higher degree) and contained more women (13% compared to 5.5%).

Eighty-five percent, or 93 participants, were employed in education-related fields, either as education directors, supervisors, or specialists, or as teachers in correctional institutions. The remaining 15% included prison administrators and supervisors, correctional officers, counselors, a librarian, and a business manager. The employment background of the participants is given in Appendix I-4.

Participants represented institutions in 30 states and territories (Appendix I-5). This provided representation of all of the U. S. Office of Education regions (Appendix I-6). Participants came from 48 correctional institutions.

Staff . . . . . .

The staff for the regional seminars was composed of the Program Director, Conference Coordinator, an instructional team, secretary, and resource personnel at each seminar site. In addition, program personnel were employed in the administrative offices. The personnel employed as staff in administrative, instructional and support capacities are listed in Appendix J-1.

At each seminar there were 10 to 12 resource persons who prepared papers and made presentations to the seminar groups on assigned topics. Their names are listed in Appendix J-2. These resource people represented state institutions and agencies, offenders, federal institutions and agencies, higher education, and profit and non-profit organizations. Resource personnel representation is reported in Appendix J-3.

Program . . . . . .

The regional training seminar program was designed to achieve (1) the goals of increased knowledge, improved skills, and enhanced positive attitudes of participants; and (2) the production of delivery system designs for instruction of adult basic education in correctional institutions of participating teams. The syllabus is presented in Appendix K. The program was intensive and demanding, covering a ten-day period which included 80 hours of instruction in addition to an average of 40 hours of supervised team work and independent study for each seminar. Sessions were held daily, for 10 consecutive days, from 8:00 a.m. to 12:00 noon and from 1:00 p.m. to 5:00 p.m. Teams, working under the instructional staff, spent the evening hours from 7:00 p.m. until midnight and later developing their instructional delivery models. Baseline data, which described the institution for which the team's delivery system was designed during the seminar,were provided by a detailed Institutional Information Form which each participating team was required to complete prior to the beginning of the seminar.

The instructional system for a ten-day seminar, which had been designed by participants at the National Advanced Training Seminar, was used in each of the seven regional programs. The system design provided for information input, processing, and output. Information input was through lecture, readings, audio-visual presentations, participant reports, and discussion. Information processing was accomplished through reaction panels, discussion groups, task groups, dialogue, and team activity. The outputs were increased knowledge and improved skills of participants and the 49 instructional delivery system models which were developed during the seminars.

Prior to the seminars, instructional materials were selected for participant use. Five hundred thirty-three publications were evaluated against five criteria: relevance, adequacy, format, useability, and reliability. Of all the publications evaluated, 12 were selected

for required reading (Appendix L) and 105 were included as supplementary references. The supplementary references covered the following topics: corrections, 9 references; education, 77 references; system, 7 references; counseling and psychology, 3 references; and bibliography/terminology/book reviews, 9 references. The 77 references on education were divided up among the following subtopics: program development, 21; goals and objectives, 3: adult education/adult basic education/manpower training, 33; testing and evaluation, 5; facilities, 12; and planning, 3. Thirteen audio-visual items were evaluated in terms of project objectives, and five were chosen for use in the seminars by the instructional staff and the Program Director. Teaching was augmented by the use of 68 transparencies produced for the seminar.

The regional seminars were characterized by diligent work on the part of the participants and staff, and by enthusiasm and commitment on the part of participants, staff and sponsoring institutions and agencies. Every participant served in a number of capacities during the seminar, assuming the responsibilities of chairman, recorder, task group chairman, discussion group chairman, and reaction panel member. Forty-nine of the participants served as team leaders, and 61 participants were team members.

Training Results . . . . .

Two measures were taken to evaluate effectiveness of the training in achieving those program objectives which related to changes in participant knowledge and skills. A pretest, designed to sample behaviors defined by training objectives, was administered at the onset of each training program. A posttest, sampling the same behaviors, was administered at the conclusion of training. Evaluation was accomplished by comparing pre- and posttest scores for each regional seminar group. Comparison revealed mean gains ranging from 3.0 to 6.3 on the subtest measuring participant knowledge about instruction of adult basic education in corrections. The subtest measuring participant skill in applying systems techniques to instruction of adult basic education in corrections showed mean gains ranging from 17.2 to 28.7. The means and gain scores for pre- and posttests for the seven seminar groups are given in Appendix M-1. Note that in the basic training seminars, the increase in skills is much greater than the increase in knowledge; this is exactly opposite to the advanced training seminar.

One of the objectives of the basic training seminars was to bring about more positive feelings in the participants toward the application of systems techniques in instruction of adult basic education in correctional settings. An inventory was taken at the beginning and again at the end of the training program, to obtain an indication of feelings of participants about adult basic education, corrections, and systems approach. A list of concepts was given, and participants were asked to rate each one on a 4-point scale on two dimensions--pleasure attributed to the concept, and worth attributed to the concept. Pre-inventory scores on ratings of pleasure and worth attributed to the concepts rose from 3.23 for pleasure and 3.55 for worth, to post-inventory scores of 3.49 and 3.73, respectively. This is an average gain of .26 for pleasure and .18 for worth. Means and gain scores for the pre- and post-training ratings of pleasure and worth are given in Appendix M-2.

Evaluation . . . . . .

An evaluation was made by the participants to assess the extent to which they felt the seminar had accomplished its goals. The participants also evaluated program activities, instructional materials, resource personnel and program organization in order to assess the effectiveness of program management. An additional measure was taken to determine the participants' evaluation of priority needs for adult basic education in corrections in 1972-73.

The evaluation of seminar goal achievement rated five program elements: information generation; skill development; knowledge increase; curriculum skill increase; and satisfaction with the product, that is, their instructional system design and curriculum. On a 4-point scale, information generation and increased curriculum skills both showed a 3.46 mean rating. The lowest rating (3.04) was assigned to satisfaction with the seminar product. Comments indicated that many participants felt a better product could have been obtained with additional time. The ratings for each seminar group are given in Appendix M-3.

Program activities were rated on a 4-point scale, indicating the degree to which the activity contributed to achievement of seminar goals. Mean ratings are reported in Appendix N-1. Examination of these data reveals that all activities except reading supplementary references were rated above the chance mean. Activities rated most worthwhile were general discussion, informal discussion, and participation in team work. Because of the intensive nature of the seminar, many participants had limited time for required reading and even less time for supplementary references. This is reflected in the low ratings that these two activities were given.

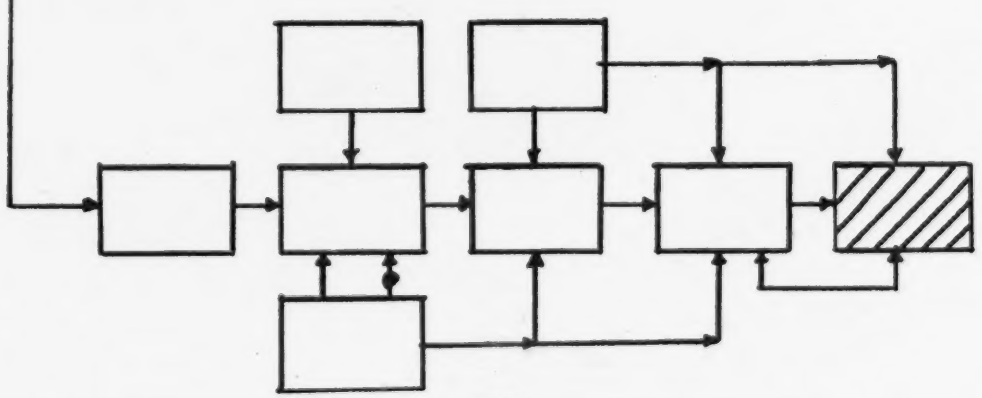
Books and articles on the required reading list were rated by participants on a 4-point scale. All received ratings above the chance mean, with the item rated as most worthwhile in contributing to training goals being the Model of Adult Basic Education in Corrections by T. A. Ryan, (Ed.), developed during Phase I of the Adult Basic Education in Corrections Program. This book received a mean rating of 3.72 and was one of the two most highly rated books in the 1971 seminars also. Ratings for the items which were required reading for participants are given by seminar group in Appendix N-2.

The participants rated 49 resource persons on content mastery and communication skill. Ratings of content mastery ranged from 1.20 to 4.00 on a 4-point scale--the mean rating per seminar being 3.19; the mean rating per individual being 3.15; and the median per individual being 3.20. The range for communication skill was 1.20 to 3.82 on the 4-point scale, with a mean rating per seminar of 3.07; mean rating per individual of 3.06; and median per individual of 3.19. Content mastery ratings are shown in Appendix N-3 and ratings for communication skill are in Appendix N-4.

Program organization was evaluated by participant ratings of pre-seminar information, conference facilities, staff qualifications, time allocation, and general organization. Pre-seminar information was found to be inadequate, especially at the first seminar in Durham. Conference facilities were judged to be satisfactory, with the exception of the physical arrangements for work sessions at Atlanta and Portland. Qualifications and competencies of staff and resource personnel were rated satisfactory. Ratings for items relating to time allocation and utilization ranged from 2.39 to 2.95, revealing some feelings that the amount of time available for the program was insufficient. This was borne out in the written comments that accompanied the evaluations. Participants acknowledged that in general the program met their expectations, and a majority expressed interest in participating in future conferences and seminars. Participant ratings of program organization are given in Appendix O.

Participant evaluation of priority needs for the 1972-73 ABEC Program is shown in Appendix P. Top priority was given to the development of models for values and attitudinal changes, and for a model for career-related adult basic education curriculum, the latter being the focus for the Phase IV program being planned for 1972-73.

SYSTEM DESIGN



2. System Design. There were two areas of activity in Phase III involving the design of systems for adult basic education in corrections: (1) evaluation of the conceptual model of adult basic education in corrections; and (2) design of models for instructional delivery systems of adult basic education in specific correctional institutions.

a. The conceptual model of adult basic education in corrections. A primary thrust of the Adult Basic Education in Corrections Program in 1969-70 was the design of an experimental conceptual model of adult basic education in corrections. This model design served as a handbook for planning, operating, and evaluating systems of adult basic education in any correctional setting. The model was developed as a process model which could be used to generate delivery systems for management or instruction of adult basic education programs for adult offenders in any kind of correctional setting--male, female, or coeducational institution; maximum, medium, or minimum security; long-term or short-term sentence; jail, reformatory or penitentiary; local, state, or federal installation. The process model was developed initially through synthesis of two separate, independently designed models.

The process model designed in 1969-70 was evaluated using feedback from the 1971 seminar participants. This evaluation revealed design inadequacies or malfunctions. The model was revised by the Model Design Committee in the fall of 1971. A second evaluation was made based upon the results of 49 simulations done during the 1972 seminars. Analysis revealed critical malfunctions still existing in the areas of PROCESS INFORMATION (2.0), FORMULATE PLAN (5.0), and IMPLEMENT PROGRAM (6.0). Revision of the process model to correct the malfunctions was accomplished by the Model Design Committee in the summer, 1972.

Proof of the worth of the process model is demonstrated by the quality and quantity of the delivery system models generated during the 1972 regional basic training seminars. Forty-nine participating teams used the process model as a basis for generating instructional delivery systems. One hundred percent of these delivery systems were completed successfully. Based on quantity alone, the process model was an obvious success. Evaluation of the delivery system models suggests a high quality in the designs reflecting favorably on the process model.

b. Instructional delivery systems for adult basic education in corrections. One of the primary goals of the 1972 Regional Seminars was the development of delivery systems for instruction in adult basic education. The management models designed in 1971 provided the basis for design of the instructional systems by the teams in the 1972 regional seminars. Forty-nine teams (or 100%) completed their instructional delivery system models.

The models are evaluated against criteria defining effective use of modeling, simulation, and synthesis techniques, and potential for contribution to goals of adult basic education in correctional settings. The results of evaluation will be used to point up malfunctions in the system

designs, so that needed corrections can be made in order to optimize outcomes from system operation.

Instructional delivery systems for adult basic education in corrections were designed for institutions in all major geographic regions of the United States. See Appendix Q for a list of delivery system models. The next step will be the implementation of these delivery systems in the institutions for which they were developed.

III. Summary

The Adult Basic Education in Corrections Program was designed to implement a two-fold purpose: (1) training of selected administrative, supervisory, instructional, and support personnel to design, evaluate, and implement systems of adult basic education in jails, reformatories, prisons, and post-release settings; and (2) testing of a conceptual model of adult basic education for corrections and implementation of the model in management and instructional delivery systems of adult basic education for corrections.

Phase I, conducted in 1969-70, implemented five major activities: needs survey, national goals conference; two 24-day seminars; and a model design meeting. The needs survey resulted in the identification of discrepancies between the existing situation in corrections and the ideal. These discrepancies constituted assessed needs. The national goals conference resulted in the definition of goals of adult basic education in corrections. The two seminars resulted in the training of 37 selected persons in systems approach and the independent development of two conceptual models of adult basic education in corrections. The model design meeting resulted in the synthesis of the two models into one conceptual model of adult basic education in corrections.

Major activities of Phase II, conducted in 1970-71, included: a five-day national advanced training seminar; a series of nine ten-day regional basic training seminars; and a model design meeting. The national seminar resulted in the training of 30 selected individuals for leadership roles in the regional seminars and the development of instructional materials for those seminars. The nine regional seminars resulted in the training of 145 selected corrections decision-makers in the use of generalized models and delivery systems, and the development of 66 delivery systems for management of adult basic education in corrections. The model design meeting resulted in the evaluation of the conceptual model using feedback from the seminar participants, and revision of the model to correct design inadequacies.

Major activities in Phase III, conducted in 1971-72, were similar to Phase II : a national five-day advanced training seminar; seven ten-day regional basic training seminars; and a model design meeting. The national seminars resulted in advanced training of 37 selected individuals

in the use of systems approach and instructional delivery systems, and in the development of an instructional system and materials for use in the regional seminars. The seven regional seminars resulted in the training of 110 selected instructional, supervisory, and related support personnel in correctional institutions in the use of systems approach and delivery systems; the development of 49 instructional delivery systems; and the use of the conceptual model to simulate 49 real life correctional environments. The model design meeting resulted in the evaluations of the simulations and a final revision of the conceptual model.

The real impact of this program will be seen in the changes in the prison system, institutions, and offenders. Only to the extent that horizontal and vertical dissemination is realized, and diffusion of model concepts in institutional changes is accomplished can the Adult Basic Education in Corrections Program be deemed a success. The dissemination of program results within and across correctional settings, and the translation of model designs into innovations and improvements in adult basic education in correctional institutions must be realized for the program to actualize its potential.

IV. Recommendations

1. The library of specialized information about adult basic education in corrections, built up to implement administration of this program, should be made available to individuals and agencies involved in adult basic education and corrections.

2. A follow-up should be made of the individuals enrolled in the seminars on adult basic education in corrections, to determine long term effects of the seminar experience.

3. A follow-up should be made of the institutions for which delivery system management models and instructional delivery systems were designed, and of the individuals participating in the 1971 and 1972 regional seminars on adult basic education in corrections.

4. A planned diffusion program should be initiated at once to insure the implementation of systems designed in 1971 and 1972.

5. Advanced training in adult basic education in corrections should be provided to selected participants from the 1972 Regional Seminars to prepare them for leadership roles in conducting short-term training and in planning, operating, and evaluating systems of adult basic education for correctional institutions.

6. Training should be provided to persons with instructional and decision-making responsibilities in correctional institutions not participating in the 1971 and 1972 seminars, to prepare them for designing and implementing instructional and management delivery systems for adult basic education in their institutions.

7. Demonstration projects implementing selected delivery system designs of adult basic education in corrections should be conducted in conjunction with planned in-service training to achieve replication of the systems approach to adult basic education in non-correctional settings and extend the application of the model designs to all correctional instituions, including the local jails.

8. Organized and centralized systems of in-service and pre-service training and planned technical assistance to institutions and agencies through the provision of individual and technical assistance teams should be made available to all states and the federal prison system. The implementation of training/technical assistance packets developed in the ABEC program should also be made available.

9. Models for values and attitudinal changes and models for measurement and evaluation should be developed for use in correctional settings.

10. Delivery system models designed specifically for short-term correctional institutions (average stay one year) and delivery system models for community programs should be developed.

11. A conceptual model and delivery system for career education in corrections should be developed and evaluated.

12. A model to provide continuing development through community-based adult education should be developed and evaluated.

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NATIONAL ADVANCED TRAINING SEMINAR

A P P E N D I C E S

APPENDIX A-1

NATIONAL ADVANCED TRAINING SEMINAR

Participant Roster

1. Mr. Bruce E. Baker
Assistant Principal
Federal Correctional Institution
Milan, Michigan 48160

2. Mr. James F. Barringer
Curriculum Specialist
State Division of Corrections
Tallahassee, Florida 32304

3. Mr. George B. Boeringa
Program Specialist
University of Hawaii Community Colleges, Manpower Training
Honolulu, Hawaii 96814

4. Mr. Richard E. Cassell
Program Content Coordinator
U. S. Bureau of Prisons
Washington, D. C. 20537

5. Mr. John H. Cavender
Acting Director of Education
Oregon State Penitentiary
Salem, Oregon 97310

6. Mr. Dale W. Clark
Supervisor of Education
Federal Youth Center
Englewood, Colorado 80110

7. Mr. Theodore G. Cleavinger
Superintendent of Education
Federal Penitentiary
Terre Haute, Indiana 47808

8. Mr. Don A. Davis
Superintendent
Adult Conservation Camp
Palmer, Alaska 99645

9. Mr. William D. Decker
Reading Specialist
Medical Center for Federal Prisoners
Springfield, Missouri 65802

10. Mr. Robert I. Elsea
Supervisor of Education
Federal Youth Center
Ashland, Kentucky 41101

11. Mr. Lex Enyart
Supervisor of Education
Federal Correctional Institution
Milan, Michigan 48160

12. Mr. Nathaniel A. Fisher
Program Operations Coordinator
U. S. Bureau of Prisons
Washington, D. C. 20537

13. Mr. Robert S. Hatrak
Supervisor of Educational Programs
New Jersey State Prison
Trenton, New Jersey 08606

14. Mr. Keith W. Hayball
Superintendent of Education
California State Prison at San Quentin
San Quentin, California 94964

15. Mr. Eugene E. Hilfiker
Supervisor Vocational Training
Oregon State Correctional Institution
Salem, Oregon 97310

16. Mr. Dean Hinders
Director of Education
South Dakota Penitentiary
Sioux Falls, South Dakota 57101

17. Mr. John W. Jaksha
Director, Education and Training
Montana State Prison
Deer Lodge, Montana 59722

18. Mr. William F. Kennedy
Education Coordinator
State Corrections Division
Salem, Oregon 97310

19. Dr. James R. LaForest
Coordinator, Adult and Adult Basic Education
West Georgia College
Carrollton, Georgia 30117

20. Mr. Richard B. Lyles
Employment and Training Program Specialist
U. S. Bureau of Prisons
Washington, D. C. 20537

21. Mr. James W. Lyon
Head Teacher
Frenchburg Correctional Facility
Frenchburg, Kentucky 40323

22. Mr. Alfons F. Maresh
Educational Coordinator
State Department of Corrections
St. Paul, Minnesota 55101

23. Mr. Boyd Marsing
Supervisor of Education
Nevada State Prison
Carson City, Nevada 89701

24. Mr. Tom L. McFerren
Teacher
Federal Penitentiary
Terre Haute, Indiana 47808

25. Mr. Joseph Oresic
Supervisor of Educational Programs
Youth Correctional Institution
Bordentown, New Jersey 08505

26. Mr. James B. Orrell
Teacher-in-Charge
California State Prison at San Quentin
San Quentin, California 94964

27. Mr. David W. Petherbridge
Instructor, Basic Education
Hawaii State Prison, Hoomana School
Honolulu, Hawaii 96819

28. Mr. Arthur M. Reynolds
Director of Education
State Department of Corrections
Frankfort, Kentucky 40601

29. Mr. James T. Sammons
Supervisor of Education
Federal Penitentiary
Marion, Illinois 62959

30. Mr. Arnold R. Sessions
Instructor
Seattle Central Community College
Seattle, Washington 98144

31. Mr. David L. Shebses
Instructor - Counselor
New Jersey State Prison
Trenton, New Jersey 08606

32. Mr. Jimmie R. Shehi
Personnel Officer
Federal Youth Center
Ashland, Kentucky 41101

33. Dr. Jacquelen Lee Smith
Principal
Federal Reformatory for Women
Alderson, West Virginia 24910

34. Mr. James L. Streed
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Federal Penitentiary
Marion, Illinois 62959

35. Mr. Edsel T. Taylor
School Principal
McDougall Youth Correction Center
Ridgeville, South Carolina 29472

36. Mr. James A. Williams
Education Supervisor
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Jefferson City, Missouri 65101

37. Mr. Frank C. Zimmerman
Head Teacher
Arkansas Intermediate Reformatory
Tucker, Arkansas 72168

APPENDIX A-2

NATIONAL ADVANCED TRAINING SEMINAR

Description of Participants by Sex, Age, Education, Employment

Participant Characteristic	Number of Participants	Total
Sex		
Male	36	
Female	1	37
Age		
25-29	3	
30-34	5	
35-39	9	
40-44	4	
45-49	9	
50-54	7	37
Median Age: 42		
Education		
Less than B.A.	2	
B.A	12	
M.A.	21	
Ph.D.	2	37
Job Classification		
Prison Administrator/ Supervisor	1	
Education Director/ Supervisor	23	
Education Specialist	4	
Teacher	7	
Employment Specialist/ Personnel Officer	2	37

APPENDIX A-3

NATIONAL ADVANCED TRAINING SEMINAR

Geographic Representation of Participants

Region	State	Number of Participants	Total
II	New Jersey	3	3
III	District of Columbia	3	
	West Virginia	1	4
IV	Florida	1	
	Georgia	1	
	Kentucky	4	
	South Carolina	1	7
V	Illinois	2	
	Indiana	2	
	Michigan	2	
	Minnesota	1	7
VI	Arkansas	1	1
VII	Missouri	2	2
VIII	Colorado	1	
	Montana	1	
	South Dakota	1	3
IX	California	2	
	Hawaii	2	
	Nevada	1	5
X	Alaska	1	
	Oregon	3	
	Washington	1	5
	Total	37	37

APPENDIX B

NATIONAL ADVANCED TRAINING SEMINAR

Program Personnel

Staff

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director, Adult Basic Education in Corrections Program

Mrs. Carmen Immink, Research Associate, Education Research and Development Center, University of Hawaii and Assistant to Program Director

Mr. Edward Sullivan, Research Associate, Education Research and Development Center, University of Hawaii and Assistant to Program Director

Miss Gail K. Warok, Graduate Assistant, Education Research and Development Center, University of Hawaii

Mr. Vernon E. Burgener, Assistant Vice President, Education Planning Associates, Inc., and Program Associate, National Advanced Training Seminar

Mrs. Lillian Hohmann, Program Development, University of Chicago, Center for Continuing Education and Conference Coordinator for National Advanced Training Seminar

Mrs. Judy Chow, Secretary to Program Director, Education Research and Development Center, University of Hawaii

Miss Annette Kunimune, Stenographer, Education Research and Development Center, University of Hawaii

Mrs. Harriet Lai, Clerical Assistant, Education Research and Development Center, University of Hawaii

Miss JoAnn Iwasaki, Clerical Assistant, Education Research and Development Center, University of Hawaii

Resource Persons

The Rev. Gervase J. Brinkman, Catholic Chaplaincy, Illinois State Penitentiary, Joliet, Illinois

Mr. J. Clark Esarey, Director, Adult Basic Education, Office of the Superintendent of Public Instruction, Springfield, Illinois

Mrs. Sylvia G. McCollum, Education Research Specialist, U. S. Bureau of Prisons, Washington, D. C.

Mr. M. Eldon Schultz, Adult Education Program Officer, U. S. Office of Education, Region V, Chicago, Illinois

Dr. Leonard E. Silvern, President, Education and Training Consultants Co., Los Angeles, California

APPENDIX C

NATIONAL ADVANCED TRAINING SEMINAR

Center for Continuing Education
University of Chicago

October 22-27, 1971

Syllabus

I. Nature of the Seminar

A. Description

1. This five-day advanced training seminar is part of the Adult Basic Education in Corrections Program, conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education, Division of Adult Education Programs. The Program, a cooperative multi-agency endeavor, encompasses two major aspects: personnel training and model development. A series of regional training seminars will be held in 1972 to provide specialized training to participants in the basic concepts of systems approach in relation to adult basic education for offenders in correctional settings, and to assist participating teams in designing models of instructional systems for their institutions or agencies. This advanced seminar is designed as a working session. Participants already will have reached criterion levels for understanding of basic concepts and principles of adult basic education in correctional settings. Participants in the advanced seminar will have had prior experience as participant or instructor in the 1971 seminars. In the five-day advanced session, the participants will be given a chance to increase their knowledge and improve their skills. They will learn how to develop instructional systems, and will design one instructional system model, complete with supporting hardware and software. The system designed by participants will be implemented in the ten-day regional seminars in 1972.

2. It is intended that the five-day advanced training seminar will accomplish four purposes: (1) design of a model, including flowchart, and narrative for an instructional system to be implemented in each ten-day regional seminar in 1972; (2) preparation and/or selection of all hardware and software, including lectures, exercises, activities, reading materials, audiovisual aids; (3) simulation to test the model and materials-methods-media mixes; and (4) equipping participants with advanced knowledge and skills to prepare them for leadership roles as regional consultants to bring about improvement in instructional system design and implementation in their institutions or agencies.

B. Goals

1. Participants will increase their understanding of the adult basic education in correcting process model; acquire understanding of instructional system design and implementation; and become familiar with principles of adult education relevant to short-term seminars for staff and instruction for offender population.

2. Participants will improve their skills for creating instructional system designs; enhance their skills of designing and using materials-media-methods mixes to train adult learners, improving their competencies for implementing consulting roles to train others in system design and assist in creating or modifying system designs.

3. Participants will enhance their feeling of commitment to the application of systems techniques for designing and implementing training for staff and/or adult basic education for offenders.

C. Objectives

1. Given twenty multiple choice questions based on concepts and principles incorporated in the ABEC process model, after having had a two-hour review over the process model, participants will answer correctly at least sixteen items in a ten-minute time period.

2. Given twenty multiple choice questions based on concepts and principles of designing instructional systems, after having had a one-day work session on this topic and having completed assigned readings, participants will answer correctly at least sixteen items in a ten-minute time period.

3. Given ten multiple choice questions based on concepts and principles of adult education, following completion of assigned readings on the topic, participants will answer correctly at least eight items in a five-minute time period.

4. Given a word narrative, following a one-day work session in designing instructional systems, participants will create a flowchart model with 80% accuracy in a fifteen minute time period.

5. Given a flowchart model, following a one-day work session in designing instructional systems, participants will demonstrate skill in reading the model by selecting from a set of written specifications those items which are implemented in the model, with 90% accuracy, in a ten-minute time period.

6. Given parameters for an instructional system for the 1972 regional seminar after having completed assigned readings and one day supervised workshop, participants, working in task groups, will complete the flowchart model and narrative for an instructional system for the ten-day seminar, including but not limited to objectives, materials, methods, media, time schedule, and evaluation.

7. Given parameters of the 1972 regional seminar, and having completed the system model design, including flowchart and narrative, participants working in task groups will identify, select, and/or develop all hardware and software to implement the system model.

D. Program Content

1. Training adults in short-term sessions: principles and concepts

   a. Concept of training for adult learners
   b. A philosophy of short term training for adults
   c. Importance of identifying the learner group
   d. Guidelines for selection of hardware and software

2. Designing models of instructional systems; theory and application

   a. Principles of systems design for creating instructional systems
   b. Review of the general process model of adult basic education in corrections
   c. Design of one instructional system model for the ten-day regional seminars: flowchart and narrative

3. Simulating to test system model

   a. Mini-lessons
   b. Materials-methods-media
   c. Feedback and revisions

E. Program Methods and Materials

1. Methods

   a. Lecture
   b. Task group activities
   c. Discussion groups
   d. Mini-lessons

2. Materials-Media

   a. Books
   b. Filmstrip-tape
   c. Slide-tape
   d. Journal and fugitive literature

F. Program Schedule

Day 1 Pre-assessment

Program overview: Purposes and procedures

TOPIC I: Training adults in short-term sessions: principles and concepts
Concept of training for adult learners
A philosophy of short term training for adults
Importance of identifying the learner group
Guidelines for selection of hardware and software

TOPIC II: Designing models of instructional systems
Review of process model of adult basic education in corrections: theory
Principles of systems design for creating instructional systems

Day 2 TOPIC II: Designing models of instructional systems: application
Application of principles of systems design to create the model for 1972 ten-day regional seminars

Day 3 TOPIC II: Designing models of instructional systems: application of principles of instruction and systems design to identify, select, and/or develop hardware and software to implement model

Day 4 TOPIC III: Simulating to test system model
Mini lesson: Conceptualizing the system
Mini lesson: Establishing a philosophy for teaching
Mini lesson: Defining instructional goals and objectives
Mini lesson: Formulating hypothesis for teaching-training
Mini lesson: Testing the hypothesis

Day 5 TOPIC III: Mini lesson: Measuring outcomes and evaluatin individuals and programs
TOPIC III: Simulating to test system model: Feedback and revision of sub-systems

Post assessment
Program evaluation
Preview: 1972 Regional Seminar Program Plans, Strategies, Assignments
Closing

G. Program Requirements

1. Attendance at all sessions, October 22 through October 27, 1971

2. Reading of assigned references

3. Participation in task group activities

4. Implementation of assigned program responsibilities: chairman, recorder, leader, reactor

5. Preparation of verbatim manuscript of lecture due on or before 30 days after closing of seminar, following manuscript preparation, GUIDELINES FOR AUTHORS.

II. Participants and Staff

A. Participants

Members of Adult Basic Education in Corrections Program who were enrolled in 1971 seminars as participant or instructor, and are serving as instructors, instructor-alternate, and/or regional consultant in 1972 Adult Basic Education in Corrections Program.

B. Staff for Advanced Training Seminar

Dr. T. A. Ryan, Researcher/Professor, and Program Director
Mrs. Carmen Immink, Research Associate, and Assistant to Director
Mr. Edward Sullivan, Research Associate, and Assistant to Director
Mrs. Judy Chow, Stenographer
Miss Annette Kunimune, Stenographer
Mr. Vernon E. Burgener, Assistant Vice President, Educational Planning Associates, Inc., and Conference Coordinator
Dr. Leonard C. Silvern, President, Education & Training Consultants Company, and Visiting Lecturer
Reverend Gervase J. Brinkman, Catholic Chaplainoy, Illinois State Penitentiary, Joliet, Illinois, and Guest Speaker
Mrs. Patricia McClellan, Conference Secretary
Ms. Marianne Janke, Conference Secretary

III. Program Evaluation

A. Immediate evaluation will be made through objective test and observer ratings, and self-evaluation. Pre-post test data will be compared to determine extent to which objectives have been met.

B. Long-term evaluation will be made through observer and participant ratings and self-evaluations to determine degree of effectiveness in implementing instructional roles in regional seminars; and through follow-up to assess effectiveness in regional consulting roles to bring about improved instructional systems in correctional settings.

APPENDIX D

NATIONAL ADVANCED TRAINING SEMINAR

Required Reading List

Carpenter, W. L. 24 group methods and techniques in adult education. (2nd ed.) Washington: Educational Systems Corporation, 1970.

Knowles, M. S. The modern practice of adult education, andragogy versus pedagogy. New York: Association Press, 1970.

Ryan, T. A. (Ed.) Model of adult basic education in corrections. (experimental ed.) Honolulu: Education Research and Development Center, University of Hawaii, 1970.

Silvern, L. C. LOGOS language for systems modeling/ text/ workbook. Los Angeles: Education and Training Consultants, 1970.

Silvern, L. C. Systems engineering of education I: The evolution of systems thinking in education. Los Angeles: Education and Training Consultants, 1971. Pp. 111-129.

APPENDIX E

NATIONAL ADVANCED TRAINING SEMINARS

Task Groups for Producing Instructional Units

Unit on systems principles and techniques
Dr. T. Antoinette Ryan

Unit on subsystem (1.0)
Mr. Joseph Oresic, Chairman
Mr. George B. Boeringa
Dr. James R. LaForest
Mr. James W. Lyon
Mr. Jimmie R. Shehi

Unit on subsystem (2.0)
Mr. James T. Sammons, Chairman
Mr. Bruce E. Baker
Mr. Don A. Davis
Mr. Alfons F. Maresh
Mr. Tom L. McFerren

Unit on subsystem (3.0)
Mr. Arnold R. Sessions, Chairman
Mr. John H. Cavender
Mr. John W. Jaksha
Dr. Jacquelen Lee Smith
Mr. James L. Streed

Unit on subsystem (4.0)
Mr. Dean Hinders, Chairman
Mr. Keith W. Hayball
Mr. Richard B. Lyles
Mr. Boyd Marsing

Unit on subsystem (5.0)
Mr. Robert S. Hatrak, Chairman
Mr. James F. Barringer
Mr. William D. Decker
Mr. Robert I. Elsea
Mr. James B. Orrell

Unit on subsystem (6.0)
Mr. Lex Enyart, Chairman
Mr. Richard E. Cassell
Mr. Theodore C. Cleavinger
Mr. Eugene E. Hilfiker
Mr. Arthur M. Reynolds
Mr. Edsel T. Taylor
Mr. James A. Williams
Mr. Frank C. Zimmerman

Unit on subsystem (7.0)
Mr. Dale W. Clark, Chairman
Mr. Nathaniel A. Fisher
Mr. William F. Kennedy
Mr. David L. Shebses
Mr. Herman Solem

APPENDIX F

NATIONAL ADVANCED TRAINING SEMINAR

Comparison of Mean Scores for Pre- and Posttest

on Knowledge, Skills, Attitudes

Test Element	Pretest		Posttest		$\bar{X}$ Gain
	N	Mean	N	Mean	
Knowledge	36	20.44	36	23.50	3.06
Skills	36	19.75	36	20.30	.55
Total	36	40.19	36	43.80	3.61
Attitudes					
Pleasure	35	3.58	34	3.68	.10
Worth	36	3.68	36	3.83	.15

Scale = 1.0 to 4.0
1.0 = Not at all
4.0 = Very much

APPENDIX G-1

NATIONAL ADVANCED TRAINING SEMINAR

Participant Evaluation of Program Effectiveness

by Accomplishment of Seminar Goals

Goals	$\bar{X}$ Rating*
1. Generating of information about adult basic education in corrections	3.38
2. Development of teaching skills appropriate for short-term instruction of corrections personnel	3.35
3. Increase in knowledge of materials, methods, and techniques for teaching adults in short-term seminars	3.24
4. Increase in knowledge of designing systems for particular institutions	3.16

N = 37

*Rating scale = 1.00 (low) to 4.00 (high)

APPENDIX G-2

NATIONAL ADVANCED TRAINING SEMINAR

Participant Evaluation of Seminar Activities

Activity	$\bar{X}$ Rating*
Participation in micro-lesson presentation	3.78
Participating in discussion groups	3.76
Informal discussions	3.69
Participating in general discussion	3.67
Participating in reaction forums	3.46
Participating on work teams	3.43
Participating in task groups	3.43
Reading assigned references	3.43
Socializing, opening session	3.35
Listening and/or watching AV presentations	3.27
Listening, banquet session	3.16
Using supplementary references	3.05
Listening to resource persons	2.95

N = 37

*Rating scale = 1.00 (low) to 4.00 (high)

APPENDIX G-3

NATIONAL ADVANCED TRAINING SEMINAR

Participant Evaluation of Instructional Materials

Instructional Materials	$\bar{X}$ Rating*
Ryan, T. A. (Ed.) Model of adult basic education in corrections. (experimental ed.) Honolulu: Education Research and Development Center, University of Hawaii, 1970.	3.92
Knowles, M. S. The modern practice of adult education, andragogy versus pedagogy. New York: Association Press, 1970.	3.76
Silvern, L. C. LOGOS language for systems modeling/ text/ workbook. Los Angeles: Education and Training Consultants, 1970.	3.46
Carpenter, W. L. 24 group methods and techniques in adult education. (2nd ed.) Washington: Educational Systems Corporation, 1970.	3.34
Silvern, L. C. Systems engineering of education I: The evolution of systems thinking in education. Los Angeles: Education and Training Consultants, 1971. Pp. 111-129.	3.27

N = 37

*Rating scale = 1.00 (low) to 4.00 (high)

APPENDIX G-4

NATIONAL ADVANCED TRAINING SEMINAR

Participant Evaluation of Program Effectiveness and Program Management

Management Component	Description	X Rating*
Program Information	Pre-seminar information was adequate for my use in making preparation to attend.	3.46
	Pre-seminar information accurately described the program.	3.30
Conference Facilities and Service	The location for the seminar was satisfactory.	3.35
	Quality of meals was satisfactory.	3.32
	Arrangements for living accommodations were satisfactory.	3.64
	Physical arrangements for the work sessions were satisfactory. (meeting rooms, equipment, lighting)	3.32
Staff Qualifications and Competencies	Qualifications and competencies of resource personnel were satisfactory.	3.19
	Qualifications and competencies of staff were satisfactory.	3.41
Time Allocation and Utilization	There was sufficient time for group activities.	3.08
	There was sufficient time for meeting with other participants.	3.11
	There was sufficient time for meeting with staff.	3.22
	The length of the seminar was satisfactory. (5 days)	3.19
	The daily time schedule was satisfactory.	3.19
General Organization	The seminar met my expectations.	3.46
	I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii.	3.51

N = 37

*Rating scale = 1.00 (low) to 4.00 (high)

1972 REGIONAL BASIC TRAINING SEMINARS

A P P E N D I C E S

APPENDIX H

1972 REGIONAL BASIC TRAINING SEMINAR

Applications Received from Nominees and Non-Nominees

by Federal and State Categories

	Nominees			Direct Applicants			Grand Total
	Accept	Not Accept	Total	Accept	Not Accept	Total	
State	70	82	152	3	88	91	243
Federal	57	26	83	0	7	7	90
Total	127	108	235	3	95	98	333

APPENDIX I-1

1972 REGIONAL BASIC TRAINING SEMINARS

Participant Roster

No.	Participant	Seminar
1.	Mr. John Abshire Teacher, Related Trades Federal Youth Center Ashland, Kentucky 41101	Notre Dame
2.	Mrs. Betty T. Allred Acting Supervisor of Education Correctional Center for Women Raleigh, North Carolina 27610	Atlanta
3.	Miss Janice E. Andrews Home Economics Teacher Federal Reformatory for Women Alderson, West Virginia 24910	Notre Dame
4.	Mr. Alfonso E. Arellano Principal New Mexico Boys' School Springer, New Mexico 87747	Norman
5.	Mr. Lawrence A. Biro Teacher Federal Correctional Institution Milan, Michigan 48160	Chicago
6.	Mr. Leonard S. Black Education Director Coxsackie Correctional Facility West Coxsackie, New York 12191	Durham
7.	Mr. John G. Bodie Counselor-Specialist Central Correctional Institution Columbia, South Carolina 29201	Atlanta
8.	Mr. Henry F. Bohne Assistant Chief, Career Development Section U. S. Bureau of Prisons Washington, D. C. 20537	Durham

9.	Mrs. Virginia F. Brajner Teacher and Reading Laboratory Manager Federal Youth Center Ashland, Kentucky 41101	Notre Dame
10.	Mr. Ulric A. Brandt Correction Sergeant New Jersey State Prison Rahway, New Jersey 07065	Durham
11.	Miss Eileen M. Britz Teacher Federal Correctional Institution Milan, Michigan 48160	Chicago
12.	Mrs. Mary A. Brown Director, Learning Center Windham School District State Department of Corrections Huntsville, Texas 77340	Norman
13.	Mr. Timothy Burrell, Jr. Teacher Federal Correctional Institution Lompoc, California 93436	Pomona
14.	Mr. Donald M. Butts Supervisor of Education, Women's Division Federal Correctional Institution Terminal Island, California 90731	Pomona
15.	Mr. Augustine J. Calabro Correctional Treatment Specialist Federal Penitentiary Lewisburg, Pennsylvania 17837	Chicago
16.	Mr. Charles B. Carman Vocational Instructor Federal Youth Center Ashland, Kentucky 41101	Atlanta
17.	Mr. Sheridan H. Carter Teacher Arkansas Intermediate Reformatory Tucker, Arkansas 72168	Norman
18.	Mr. Daniel M. Casebier General Education Supervisor Oregon State Correctional Institution Salem, Oregon 97310	Portland

19.	Mr. F. Albert Catanach Coordinator, Adult Basic Education Division The Penitentiary of New Mexico Santa Fe, New Mexico 87501	Norman
20.	Mrs. Rachel G. Cox Teacher, Adult Education Program Youth Development Center Milledgeville, Georgia 31061	Atlanta
21.	Mr. Charles A. Craig Reading Teacher Federal Penitentiary Marion, Illinois 62959	Chicago
22.	Mr. William M. Dacus Curriculum Adjuster and Designer Board of Fundamental Education Indianapolis, Indiana 46204	Notre Dame
23.	Mr. Karl R. Davidson, Vocational Counselor Windham School District State Department of Corrections Huntsville, Texas 77340	Norman
24.	Mr. Fred deClouet Instructor Federal Youth Center Englewood, Colorado 80110	Norman
25.	Mrs. Ann P. Delatte Supervisor of Education State Department of Offender Rehabilitation Atlanta, Georgia 30334	Atlanta
26.	Mr. Bernard W. Detlefsen Curriculum Coordinator Windham School District State Department of Corrections Huntsville, Texas 77340	Norman
27.	Mr. William A. Dickinson Educational Supervisor Attica Correctional Facility Attica, New York 14011	Durham
28.	Mr. Ronald D. Ditmore Accountant Colorado State Penitentiary Canon City, Colorado 81212	Norman

29.	Mr. Jacque W. Durham Director of Community Organizations Board of Fundamental Education Indianapolis, Indiana 46204	Notre Dame
30.	Mr. Bernard M. Evanko Supervisor of Educational Programs New Jersey State Prison Rahway, New Jersey 07065	Durham
31.	Mr. Phil Faasuamalie Prison Warden Territorial Correctional Facility Pago Pago, American Samoa 96920	Pomona
32.	Mr. Alonzo W. Farr Instructor-Counselor New Jersey State Prison Rahway, New Jersey 07065	Durham
33.	Mr. Norman P. Friend Assistant School Administration Director Bureau of Correction Camp Hill, Pennsylvania 17011	Durham
34.	Mr. Charles B. Gadbois Associate Superintendent of Training and Treatment State Reformatory for Men St. Cloud, Minnesota 56301	Chicago
35.	1st Lt. Michael J. Gilbert Academic Advisor U. S. Disciplinary Barracks Fort Leavenworth, Kansas 66027	Norman
36.	Mr. James R. Gorum Auto Mechanics Instructor Federal Correctional Institution Texarkana, Texas 75501	Pomona
37.	Mr. Robert D. Greenhoe Academic Supervisor Michigan Training Unit Ionia, Michigan 48846	Chicago
38.	Mr. Jaime Guzman Elementary School Teacher California Conservation Center Susanville, California 96130	Pomona

39.	Mr. James E. Hayes, Jr. Supportive Related Trades Instructor Federal Correctional Institution Sandstone, Minnesota 55072	Chicago
40.	Mr. Milton C. Henderson Instructor Cummins Prison Farm Grady, Arkansas 71644	Norman
41.	Mr. Lawrence C. Henk Vocational Training Instructor Federal Penitentiary Marion, Illinois 62959	Chicago
42.	Mr. Edwin E. Hill Prison School Teacher State House of Correction and Branch Prison Marquette, Michigan 49855	Chicago
43.	Mrs. Marilyn K. Hoffman Assistant Principal State Reformatory for Women York, Nebraska 68467	Notre Dame
44.	Mr. Robert E. Honsted Assistant Supervisor of Education Federal Correctional Institution Tallahassee, Florida 32304	Atlanta
45.	Mr. Lloyd W. Hooker Librarian U. S. Bureau of Prisons Washington, D. C. 20537	Atlanta
46.	Mr. Steven L. Hughes (Xabanisa X) Instructor-Coordinator Allegheny County Schools Pittsburgh, Pennsylvania 15219	Durham
47.	Mr. Eugene J. Jackson Supervisor of Vocational Programs State Prison of Southern Michigan Jackson, Michigan 49201	Chicago
48.	Dr. Henry L. Jackson Teacher Federal Correctional Institution Texarkana, Texas 75501	Pomona

49.	Mrs. Betty P. Johnson Home Economics Instructor Federal Reformatory for Women Alderson, West Virginia 24910	Notre Dame
50.	Mr. James B. Jones Advanced Studies Coordinator Federal Reformatory for Women Alderson, West Virginia 24910	Notre Dame
51.	Mr. Peter W. Jones Teacher Federal Correctional Institution Milan Michigan 48160	Chicago
52.	Mrs. Mary L. Joyner Principal Givens Youth Correction Center Simpsonville, South Carolina 29681	Atlanta
53.	Mr. Lawrence W. Kelly Training Coordinator Federal Correctional Institution Danbury, Connecticut 06813	Durham
54.	Mr. William J. Knopke Instructor, Mens Division Federal Correctional Institution Terminal Island, California 90731	Pomona
55.	Mr. Max R. Knust Education Coordinator Federal Penitentiary Terre Haute, Indiana 47808	Notre Dame
56.	Mr. James A. Krone Teacher Missouri Intermediate Reformatory Jefferson City, Missouri 65101	Norman
57.	Mr. Lee S. LaBrash Related Trades Instructor Federal Youth Center Englewood, Colorado 80110	Norman
58.	Mr. Walter F. Leapley Educational Instructor South Dakota State Penitentiary Sioux Falls, South Dakota 57101	Chicago

59.	Mr. John B. Loeb Teacher I Youth Reception and Correction Center Yardville, New Jersey 08620	Durham
60.	Mr. John E. Ludlow Director of Education Colorado State Penitentiary Canon City, Colorado 81212	Norman
61.	Mr. Perry D. Lyson Supervisor of Education Federal Correctional Institution Sandstone, Minnesota 55072	Chicago
62.	Mrs. Aileen Maclure Teacher, Women's Division Federal Correctional Institution Terminal Island, California 90731	Pomona
63.	Mr. David W. MacMillan Director, Adult Basic Education Maine State Prison Thomaston, Maine 04861	Durham
64.	Mr. Robert W. Meckly, Jr. Teacher Federal Penitentiary Lewisburg, Pennsylvania 17837	Durham
65.	Mr. Gregorio G. Melegrito Teacher Missouri Training Center for Men Moberly, Missouri 65270	Norman
66.	Mr. William J. Meusch Related Trades Instructor Federal Correctional Institution Tallahassee, Florida 32304	Atlanta
67.	Mr. Arturo Minjarez Teacher Federal Correctional Institution La Tuna-Anthony, New Mexico-Texas 88021	Pomona
68.	Mr. Michael A. Misiak Teacher Federal Correctional Institution Milan, Michigan 48160	Chicago

69.	Mr. James O. Mobley Education Specialist Federal Correctional Institution Tallahassee, Florida 32304	Atlanta
70.	Mr. William C. Murphy Assistant Principal Michigan Reformatory Ionia, Michigan 48846	Chicago
71.	Mr. Richard L. Murray Counselor-Coordinator Federal Youth Center Englewood, Colorado 80110	Norman
72.	Mr. Carl S. Myllo Vocational Training Instructor Federal Correctional Institution La Tuna-Anthony, New Mexico-Texas 88021	Pomona
73.	Mr. John D. Newbern Institution Teacher Oregon State Penitentiary Salem, Oregon 97310	Portland
74.	Mr. Frank J. Peacock Mathematics Instructor Montana State Prison Deer Lodge, Montana 59722	Portland
75.	Mr. John A. Pietrowski Assistant Project Director, Adult Basic Education State Department of Education Boston, Massachusetts 02111	Durham
76.	Mr. David C. Price Adult Education Coordinator Indiana State Reformatory Pendleton, Indiana 46046	Chicago
77.	Mr. Robert D. Rhyne Director, Division of Adult Education State Department of Correction-Region J Raleigh, North Carolina 27607	Atlanta
78.	Mr. John H. Riley Senior Institution Teacher Eastern New York Correctional Facility Napanoch, New York 12458	Durham

79.	Mr. Willis A. Roberts Acting Warden Macon Correctional Institution Montezuma, Georgia 31063	Atlanta
80.	Mr. Walter D. Roche Correctional Educator I Colorado State Penitentiary Canon City, Colorado 81212	Norman
81.	Mr. Frank Romero Education Specialist Federal Correctional Institution Lompoc, California 93436	Pomona
82.	Mrs. Evelyn L. Ruskin Adult Basic Education Instructor South Central Correction Institute Anchorage, Alaska 99501	Pomona
83.	Mr. Jon M. Sanborn Teacher Valley Adult School Salinas, California 93901	Pomona
84.	Mr. Carlyle P. Schenk Institutional Education Supervisor State Reformatory for Men St. Cloud, Minnesota 56301	Chicago
85.	Mr. Ferdinand A. Schindler Assistant Director of Education Indiana State Prison Michigan City, Indiana 46360	Notre Dame
86.	Mr. James L. Scoles Correctional Officer I South Eastern Region Correction Institute Juneau, Alaska 99801	Portland
87.	Mr. William R. V. Scrimger Vocational Director Cassidy Lake Technical School Chelsea, Michigan 48118	Chicago
88.	Mr. Harry Sella Elementary School Teacher California Conservation Center Susanville, California 96130	Pomona

89.	Mr. Duane E. Sheppard Director of Education State Reformatory for Men St. Cloud, Minnesota 56301	Chicago
90.	Mr. Manuel R. Silva Senior Officer Specialist Federal Correctional Institution La Tuna-Anthony, New Mexico-Texas 88021	Pomona
91.	Mr. Harold M. Silver Correctional Counselor Eastern New York Correctional Facility Napanoch, New York 12458	Durham
92.	Mr. Theodore J. Skumurski Senior Institution Teacher Coxsackie Correctional Facility West Coxsackie, New York 12192	Durham
93.	Mr. Archie Smith Teacher Missouri Intermediate Reformatory Jefferson City, Missouri 65101	Norman
94.	Mr. Glen B. Smith Coordinator, Vocational Learning Center Federal Penitentiary Terre Haute, Indiana 47808	Notre Dame
95.	Mr. John J. Swilley, Jr. Masonry Instructor Federal Correctional Institution Tallahassee, Florida 32304	Atlanta
96.	Mr. Joseph F. Tarrer Correctional Counselor Meriwether Correctional Institution Warm Springs, Georgia 31830	Atlanta
97.	Mr. William W. Taylor Teacher Valley Adult School Salinas, California 93901	Pomona
98.	Mr. Nelson N. Thomas Supervisor, Special Education Central Prison Raleigh, North Carolina 27602	Atlanta

99.	Mr. Harold E. Toevs Assistant Supervisor of Education Federal Penitentiary Lewisburg, Pennsylvania 17837	Chicago
100.	Mr. Harold F. Tupper, Jr. Supervisor of Academic Instruction California Training Facility Soledad, California 93906	Pomona
101.	Mr. Anthony C. Turner, Jr. Vocational Teacher Youth Reception and Correction Center Yardville, New Jersey 08620	Durham
102.	Mr. Peter J. Vander Meer Senior Institution Teacher Attica Correctional Facility Attica, New York 14011	Durham
103.	Mr. Herman J. Venekamp Camp Director Youth Forestry Camp Custer, South Dakota 57730	Chicago
104.	Mrs. Ethel S. Walker Director of Education State Correctional Institution Muncy, Pennsylvania 17756	Durham
105.	Mr. Dennis L. Weir Academic Training Coordinator Minnesota State Prison Stillwater, Minnesota 55082	Chicago
106.	Mr. William J. Wendland Assistant Director of Education Montana State Prison Deer Lodge, Montana 59722	Portland
107.	Mr. Joseph G. Wheeler, III Program Director I State Department of Correction, Region K Butner, North Carolina 27607	Atlanta
108.	Mrs. Edith Whiting Director of Education Nebraska Penal Complex Lincoln, Nebraska 68501	Portland

109.	Mr. Richard O. Williams Education Specialist-Audio Visual Arts Federal Youth Center Ashland, Kentucky 41101	Atlanta
110.	Dr. Jack E. Willsey Curriculum Coordinator and Academic Teacher State Prison of Southern Michigan Jackson, Michigan 49201	Chicago

APPENDIX I-2

1972 REGIONAL BASIC TRAINING SEMINARS

Team and Individual Participation by Seminar

Seminar	Teams			Participants		
	Federal	State	Total	Federal	State	Total
Durham	1	10	11	2	17	19
Atlanta	2	3	5	7	10	17
Notre Dame	3	2	5	7	4	11
Chicago	4	5	9	10	13	23
Norman	2	5	7	4	13	17
Portland	0	4	4	0	6	6
Pomona	4	4	8	10	7	17
	16	33	49	40	70	110

APPENDIX I-3

1972 REGIONAL BASIC TRAINING SEMINARS

Sex, Age, and Education of Participants by Seminar

Characteristic	Seminars							Total
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
Sex								
Male	18	13	7	22	16	5	15	96
Female	1	4	4	1	1	1	2	14
Total	19	17	11	23	17	6	17	110
Age								
25-29	4	3	3	6	5	1	0	22
30-34	5	4	0	5	1	1	2	18
35-39	1	5	0	6	2	1	3	18
40-44	3	2	2	2	2	0	6	17
45-49	2	2	5	3	1	0	3	16
50-54	2	1	1	1	4	3	1	13
55-59	1	0	0	0	1	0	1	3
60-64	1	0	0	0	1	0	1	3
Total	19	17	11	23	17	6	17	110
Md. Age	37	37	45	35	42	39.5	42	37
Education								
Less than B.A.	3	4	0	0	2	0	4	13
B.A., LL.B.	9	9	6	10	7	4	8	54
M.A., LL.D.	7	4	5	12	8	2	4	41
Ph.D., Ed.D.	0	0	0	1	0	0	1	2
Total	19	17	11	23	17	6	17	110

APPENDIX I-4

1972 REGIONAL BASIC TRAINING SEMINARS

Classification of Participant Employment by Seminar

Participant Employment	Seminar							Total
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
Prison Administrator/ Supervisor	1	1		1			1	4
Correctional Officer	1			1		1	1	4
Education Director/ Supervisor	8	7	7	11	5	3	2	43
Education Specialist		2					1	3
Teacher	7	4	4	10	8	2	12	47
Counselor	2	2			3			7
Librarian		1						1
Personnel Office/ Business Manager					1			1
Total	19	17	11	23	17	6	17	110

APPENDIX I-5

1972 REGIONAL BASIC TRAINING SEMINARS

Participant Geographic Representation by State

State or Territory	Seminar							Total
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
Alabama								0
Alaska						1	1	2
Arizona								0
Arkansas					2			2
California							10	10
Colorado					6			6
Connecticut	1							1
Delaware								0
District of Columbia	1	1						2
Florida		4						4
Georgia		4						4
Hawaii								0
Idaho								0
Illinois				2				2
Indiana			5	1				6
Iowa								0
Kansas					1			1
Kentucky		2	2					4
Louisiana								0
Maine	1							1
Maryland								0
Massachusetts	1							1
Michigan				10				10
Minnesota				6				6
Mississippi								0
Missouri					3			3
Montana						2		2
Nebraska			1			1		2
Nevada								0
New Hampshire								0
New Jersey	5							5
New Mexico					2		3	5
New York	6							6
North Carolina		4						4
North Dakota								0
Ohio								0
Oklahoma								0
Oregon						2		2
Pennsylvania	4			2				6
Rhode Island								0
South Carolina		2						2
South Dakota				2				2
Tennessee								0
Texas					3		2	5
Utah								0
Vermont								0
Virginia								0
Washington								0
West Virginia			3					3
Wisconsin								0
Wyoming								0
Trust Territories								0
American Samoa							1	1
Canal Zone								0
TOTAL	19	17	11	23	17	6	17	110

Participating states and territories = 30

APPENDIX I-6

1972 REGIONAL BASIC TRAINING SEMINAR

Participant Geographic Representation by U.S. Office of Education Region

U.S. Office of Education Region	Seminar Group							Total
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
I	3							3
II	11							11
III	5	1	3	2				11
IV		16	2					18
V			5	19				24
VI					7		5	12
VII			1		4	1		6
VIII				2	6	2		10
IX							11	11
X						3	1	4
Total	19	17	11	23	17	6	17	110

U.S. Office of Education Regions:

I - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont
II - New Jersey, New York, Canal Zone, Puerto Rico, and Virgin Islands
III - Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia
IV - Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee
V - Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin
VI - Arkansas, Louisiana, New Mexico, Oklahoma, and Texas
VII - Iowa, Kansas, Missouri, and Nebraska
VIII - Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming
IX - Arizona, California, Hawaii, Nevada, American Samoa, Guam, and the Trust Territories
X - Alaska, Idaho, Oregon, and Washington

APPENDIX I-7

1972 REGIONAL BASIC TRAINING SEMINAR

Participant Representation by Institutions, States, and Regions

Northeast Region

States and Institutions:

Connecticut
- Federal Correctional Institution, Danbury

Maine
- Maine State Prison, Thomaston

Massachusetts
- Massachusetts Correctional Institution , Concord

New Jersey
- Youth Reception and Correction Center, Yardville
- New Jersey State Prison, Rahway

New York
- Eastern New York Correctional Facility, Napanoch
- Coxsackie Correctional Facility, West Coxsackie
- Attica Correctional Facility, Attica

Pennsylvania
- State Correctional Institution, Muncy
- State Correctional Institution and Correctional Diagnostic and Classification Center, Pittsburgh
- State Correctional Institution and Correctional Diagnostic and Classification Center, Graterford
- Federal Penitentiary, Lewisburg

Southeast Region

Florida
- Federal Correctional Institution, Tallahassee

Georgia
- Stone Mountain Correctional Institution, Stone Mountain

Kentucky
- Federal Youth Center, Ashland

North Carolina
- Polk Youth Complex, Raleigh

Southeast Region (contd.)

South Carolina
Givens Youth Correction Center, Simpsonville

West Virginia
Federal Reformatory for Women, Alderson

Midwest Region

Illinois
Federal Penitentiary, Marion

Indiana
Indiana State Prison, Michigan City
Federal Penitentiary, Terre Haute
Indiana State Reformatory, Pendleton

Kansas
United States Disciplinary Barracks, Fort Leavenworth

Michigan
Michigan Reformatory, Ionia
State Prison of Southern Michigan, Jackson
Federal Correctional Institution, Milan

Minnesota
State Reformatory for Men, St. Cloud
Federal Correctional Institution, Sandstone

Missouri
Missouri Intermediate Reformatory, Jefferson City

Nebraska
State Reformatory for Women, York
Nebraska Penal and Correctional Complex, Lincoln

Southwest Region

Arkansas
Arkansas Intermediate Reformatory, Tucker

New Mexico
Penitentiary of New Mexico, Santa Fe
Federal Correctional Institution, La Tuna

Texas
Windham School District, State Department of Corrections, Huntsville
Federal Correctional Institution, Texarkana

Mountain States Region

Colorado
- Federal Youth Center, Englewood
- Colorado State Penitentiary, Canon City

Montana
- Montana State Prison, Deer Lodge

South Dakota
- South Dakota Penitentiary, Sioux Falls

West Region

Alaska
- Southeastern Regional Correctional Institution, Juneau
- Southcentral Alaska Correctional Institution, Anchorage

California
- Federal Correctional Institution, Terminal Island
- Federal Correctional Institution, Lompoc
- California Conservation Center, Susanville
- Correctional Training Facility, Soledad

Oregon
- Oregon State Penitentiary, Salem

American Samoa
- Territorial Corrections Facility, Pago Pago

APPENDIX J-1

1972 REGIONAL BASIC TRAINING SEMINARS

Staff

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii, and Program Director, Adult Basic Education in Corrections

Miss Christine E. Amine, Clerical Assistant, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Dr. E. Dean Anderson, Vice-President for University Relations, Portland State University, Portland, Oregon, and Conference Coordinator

Mr. Bruce E. Baker, Assistant Supervisor of Education, Federal Correctional Institution, Milan, Michigan, and Seminar Instructor

Mr. George B. Boeringa, Program Specialist, Manpower Development and Training, Community Colleges, University of Hawaii, Honolulu, Hawaii, and Seminar Instructor

Mr. Richard E. Cassell, Program Content Coordinator, U. S. Bureau of Prisons, Washington, D. C. and Seminar Instructor

Mrs. Judy K. Chow, Secretary to Program Director, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Mr. Theodore G. Cleavinger, Supervisor of Education, Federal Penitentiary, Terre Haute, Indiana, and Seminar Instructor

Mr. Don A. Davis, Superintendent, Adult Conservation Camp, Palmer, Alaska, and Seminar Instructor

Mr. William D. Decker, Reading Specialist, Medical Center for Federal Prisoners, Springfield, Missouri, and Seminar Instructor

Mr. Robert I. Elsea, Executive Assistant, Federal Correctional Institution, Seagoville, Texas, and Seminar Instructor

Mr. Nathaniel A. Fisher, Program Operations Coordinator-Education, U. S. Bureau of Prisons, Washington, D. C., and Instructional Team Leader

Mr. Frank Foss, Conference Coordinator, Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana, and Conference Coordinator

Mr. Robert S. Hatrak, Director of Individual Services, New Jersey State Prison, Trenton, New Jersey, and Instructional Team Leader

Mr. Keith W. Hayball, Supervisor of Correctional Education Program, California State Prison, San Quentin, California, and Instructional Team Leader

Mr. Eugene F. Hilfiker, Supervisor, Vocational Training, Oregon State Correctional Institution, Salem, Oregon, and Instructional Team Leader

Mr. Dean Hinders, Director of Education, South Dakota State Penitentiary, Sioux Falls, South Dakota, and Instructional Team Leader

Mrs. Lillian Hohmann, Program Development, Center for Continuing Education, University of Chicago, Chicago, Illinois, and Conference Coordinator

Mrs. Carmen A. Immink, Research Associate, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii, and Assistant to Program Director

Miss JoAnn S. Iwasaki, Clerical Assistant, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Mr. John W. Jaksha, Director, Education and Training, Montana State Prison, Deer Lodge, Montana, and Seminar Instructor

Mr. William F. Kennedy, Education Coordinator, Oregon Corrections Division, Salem, Oregon, and Seminar Instructor

Miss Annette K. Kunimune, Stenographer, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Dr. Leonard M. Logan, III, Director of Comprehensive Programs, Division of Continuing Education and Public Service, University of Oklahoma, Norman, Oklahoma, and Conference Coordinator

Mr. James W. Lyon, Head Teacher, Frenchburg Correctional Facility, Frenchburg, Kentucky, and Seminar Instructor

Mr. Alfons F. Maresh, Educational Coordinator, State Department of Corrections, St. Paul, Minnesota, and Seminar Instructor

Mr. Boyd Marsing, Supervisor of Education, Nevada State Prison, Carson City, Nevada, and Seminar Instructor

Mr. Tom L. McFerren, Learning Center Coordinator, Federal Penitentiary, Terre Haute, Indiana, and Seminar Instructor

Mr. Joseph Oresic, Supervisor of Educational Programs, Youth Correctional Institution, Bordentown, New Jersey, and Seminar Instructor

Mr. James B. Orrell, Teacher-in-Charge, California State Prison, San Quentin, California, and Instructional Team Leader

Mr. William H. Pahrman, Education Director, Oregon State Correctional Institution, Salem, Oregon, and Seminar Instructor

Mr. James T. Sammons, Supervisor of Education, Federal Penitentiary, Marion, Illinois, and Seminar Instructor

Mr. Drew Sanborn, Conference Coordinator, The New England Center for Continuing Education, Durham, New Hampshire, and Conference Coordinator

Mrs. Diona Sebresos, Clerical Assistant, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Mr. Arnold R. Sessions, Instructor, Division of Community Service, Seattle Central Community College, Seattle, Washington, and Seminar Instructor

Mr. David L. Shebses, Instructor-Counselor, New Jersey State Prison, Trenton, New Jersey, and Seminar Instructor

Mr. James R. Shehi, Personnel Officer, Federal Youth Center, Ashland, Kentucky, and Seminar Instructor

Dr. Jacquelen Lee Smith, Supervisor of Education, Federal Reformatory for Women, Alderson, West Virginia, and Seminar Instructor

Mrs. Marjorie Smith, Account Executive, Sheraton Olympic Inn, Atlanta, Georgia, and Conference Coordinator

Mr. James L. Streed, Supervisor of Vocational Training, Federal Penitentiary, Marion, Illinois, and Instructional Team Leader

Mr. Edward W. Sullivan, Research Associate, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii, and Assistant to Program Director

Miss Jean Thomasseau, Kellogg West-Center for Continuing Education, California State Polytechnic College, Pomona, California, and Conference Coordinator

Miss Gail K. Warok, Graduate Assistant, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Mr. James A. Williams, Education Supervisor, Missouri Intermediate Reformatory, Jefferson City, Missouri, and Seminar Instructor

Mr. Frank C. Zimmerman, Head Teacher, Adult Basic Education, Tucker Intermediate Reformatory, Tucker, Arkansas, and Seminar Instructor

APPENDIX J-2

1972 REGIONAL BASIC TRAINING SEMINAR

Resource Personnel Roster

1. Mr. Will Antell
   Director of Indian Education
   State Department of Education
   550 Cedar Street
   St. Paul, Minnesota 55101

   "Hardware and Software for Adult Basic Education in Corrections

2. Dr. Charles M. Barrett
   Dean, Continuing Education Programs
   Department of Community Colleges
   State Board of Education
   Raleigh, North Carolina 27602

   "An Adult Basic Education Curriculum"

3. Dr. Lawrence A. Bennett
   Chief, Research Division
   State Department of Corrections
   714 P Street, Suite 740
   Sacramento, California 95814

   "Use of Research to Improve Instruction"

4. Mr. John O. Boone
   Commissioner
   State Department of Correction
   Leverett Saltonstall Building, Government Center
   100 Cambridge Street
   Boston, Massachusetts 02202

   "The Impact of Institutional Involvement"

5. Dr. Jack E. Brent
   Executive Assistant to the Director
   Federal Youth Center
   9595 West Quincy Street
   Englewood, Colorado 80110

   "The Impact of Institutional Involvement"

6. Reverend Gervase J. Brinkman
Chairman, Catholic Chaplaincy Committee
Illinois State Penitentiary
404 North Hickory Street
Joliet, Illinois 60434

"Redirection in Corrections"

7. Mr. Joseph G. Cannon
Deputy Commissioner
State Department of Corrections
310 State Office Building
St. Paul, Minnesota 55101

"The Impact of Institutional Involvement"

8. Mr. Charles L. Cooper
Psychological Consultant
Department of Psychology
Southeastern Community College
Whiteville, North Carolina 28472

"Human Concerns for the Offender"

9. Mr. George W. DeBow
Director, Office of Adult Basic Education
Human Resource Development Division
State Department of Public Instruction
Pierre, South Dakota 57501

"An Adult Basic Education Curriculum"

10. Mr. Arthur Dilworth
Parole Agent
State Department of Corrections
2507 Fremont Avenue, North
Minneapolis, Minnesota 55411

"Meeting the Needs of the Offenders"

11. Mr. Robert K. Domer
Executive Director
Seventh Step Foundation
380 East Exchange Street
Akron, Ohio 44304

"Meeting the Needs of Offenders"

12. Mr. Edgar M. Easley
Vice President, Program Development
Education Technical Associates
P. O. Box 66265
Los Angeles, California 90066

"Hardware and Software for Adult Basic Education in Corrections"

13. Mr. Peter Eichman
2035 26th East
Seattle, Washington 98102

Panel: "Meeting the Needs of Offenders"

14. Mr. Claus J. Eischen
Senior Computer Programmer
Fidelity Union Trust Company
732 Elm Street
Kearny, New Jersey 07032

Panel: "Meeting the Needs of Offenders"

15. Mr. John Elerbe
907 West 7th Street
Plainfield, New Jersey 07000

Panel: "Meeting the Needs of Offenders"

16. Mr. Don R. Erickson
Warden, South Dakota Penitentiary
P. O. Box 911
Sioux Falls, South Dakota 57101

"The Impact of Institutional Involvement"

17. Dr. Boris Frank
Manager, Special Projects
University of Wisconsin, Television Center
P. O. Box 5421
Madison, Wisconsin 53705

"Hardware and Software for Adult Basic Education in Corrections"

18. Dr. John H. Furbay
President
John Furbay Associates, Incorporated
69-10 108th Street
Forest Hills, New York 11375

"Redirection for Corrections"

19. Mr. Walter Grenier
Director of Staff Development and Training
Department of Corrections
Lewis College
400 LaSalle Drive
Lockport, Illinois 60441

"Human Concerns for the Offender"

20. Mr. Reis H. Hall
Special Assistant to the Director
Federal Youth Center
Ashland, Kentucky 41101

"Use of Research to Improve Instruction"

21. Dr. Howard Higman
Chairman
Department of Sociology
University of Colorado
Boulder, Colorado 80302

"The Next Step"

22. Dr. Leonard R. Hill
Administrative Director, Adult Basic Education Program
State Department of Education
233 South 10th Street
Lincoln, Nebraska 68508

"An Adult Basic Education Curriculum"

23. Mrs. Cynthia W. Houchin
Administrative Assistant
State Department of Correction
State Capitol
Little Rock, Arkansas 72205

"The Impact of Institutional Involvement

24. Mr. Russell Johnson
Consultant
2834 15th West
Seattle, Washington 98100

"Meeting the Needs of Offenders"

25. Mr. Charles J. Johnston
Chief, Adult Education
State Department of Public Instruction
Grimes State Office Building
E. 14th and Grand Streets
Des Moines, Iowa 50319

"An Adult Basic Education Curriculum"

26. Miss Bobbie G. Jones
6735 South Clyde Street
Chicago, Illinois 60649

"Meeting the Needs of Offenders"

27. Mr. Paul W. Keve
Head, Department of Public Safety
Research Analysis Corporation
McLean, Virginia 22101

"Use of Research to Improve Instruction"

28. Mrs. Zorina D. Lothridge
17394 Prairie Street
Detroit, Michigan 48221

"Meeting the Needs of Offenders"

29. Mrs. Sylvia G. McCollum
Education Research Specialist
U. S. Bureau of Prisons
HOLC Building
101 Indiana Avenue, N. W.
Washington, D. C. 20537

"Human Concerns for the Offender"

30. Dr. John M. McKee
Director
Rehabilitation Research Foundation
P. O. Box 1107
Elmore, Alabama 36025

"Hardware and Software for Adult Basic Education in Corrections"

31. Mr. Ellis C. MacDougall
Commissioner
State Department of Offender Rehabilitation
270 Washington Street, S.W.
Atlanta, Georgia 30334

"The Next Step"

32. Mr. Fred J. Mayo
Manager
The Edward J. DeBartolo Corporation
Indianapolis, Indiana 38128

Panel: "Meeting the Needs of Offenders"

33. Mr. L. S. Nelson
Warden
California State Prison
San Quentin, California 94964

"The Impact of Institutional Involvement"

34. Dr. Roy C. Nichols
Resident Bishop, Pittsburgh Area
The United Methodist Church
408 Seventh Avenue, Triangle Building
Pittsburgh, Pennsylvania 15222

"The Next Step"

35. Mr. Jerry O. Nielsen
State Supervisor, Adult Basic Education Programs
State Division of Vocational-Technical and Adult Education
Carson City, Nevada 89701

"Human Concerns for the Offender"

36. Dr. James J. Pancrazio
Associate Professor of Psychology and Counseling
Sangamon State University
K-26C
Springfield, Illinois 62703

"Human Concerns for the Offender"

37. Mr. Jerald D. Parkinson
Executive Director
State Board of Charities and Corrections
Capitol Building
Pierre, South Dakota 57501

"The Impact of Institutional Involvement"

38. Mr. Louis Randall
Executive Director
St. Leonard's House
6908 Cregier Avenue
Chicago, Illinois 60649

Panel: "Meeting the Needs of Offenders"

39. Mr. John M. Ratliff
2417 N.E. 11th
Portland, Oregon 97212

Panel: "Meeting the Needs of Offenders"

40. Mr. Jack Reddington
3105 S. Hawthorne Streeet
Sioux Falls, South Dakcota 57105

Panel: "Meeting the Needs of Offenders"

41. Mr. Amos E. Reed
Program Chairman
State Corrections Divission
2575 Center Street
Salem, Oregon 97310

"The Next Step"

42. Dr. Mark H. Rossman
Assistant Professor of Education
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

"An Adult Basic Education Curriculum"

43. Dr. John K. Sherk, Jr.
Associate Professor of Education and Director of the Reading Center
University of Missouri-Kansas City
52nd and Holmes Streets, Room 232
Kansas City, Missouri 64110

"Curriculum Design and Organization"

44. Dr. Ronald H. Sherron
Director, Adult Basic Education Project
Virginia Commonwealth University
901 West Franklin Street, Room 236
Richmond, Virginia 23200

"Hardware and Software for Adult Basic Education in Corrections"

45. Dr. Leonard C. Silvern
President
Education and Training Consultants Company
P. O. Box 49899
Los Angeles, California 90049

"Narration Simulation"

46. Dr. Frank Snyder
Supervisor, Adult Education
Montgomery County Public Schools
850 North Washington Street
Rockville, Maryland 20850

"Curriculum Design and Organization"

47. Mr. Thurman L. Spach, Jr.
6012 Growley, Apt. 7
Las Vegas, Nevada 89107

Panel: "Meeting the Needs of Offenders"

48. Dr. Ward Sybouts
Chairman and Professor
Department of Secondary Education
University of Nebraska
Lincoln, Nebraska 68508

"Curriculum Decision Making"

49. Mr. Thomas M. Trujillo
Director, Adult Basic Education Programs
State Department of Education
Education Building
Santa Fe, New Mexico 87501

"An Adult Basic Education Curriculum"

50. Mr. Olin L. Turner
Superintendent, Coastal Community Pre-Release Center
State Department of Corrections
Leeds Avenue
Charleston Heights, South Carolina 29405

Panel: "Meeting the Needs of Offenders"

51. Dr. Stephen S. Udvari
Associate Project Director, Rural Family Development Project
University of Wisconsin
3313 University Avenue
Madison, Wisconsin 53705

"Hardware and Software for Adult Basic Education in Corrections"

52. Mr. David J. Valler
4114 Calhoun Street, Apartment 304
Dearborn, Michigan 48100

Panel: "Meeting the Needs of Offenders"

53. Dr. Morrison F. Warren
Director, I. D. Payne Laboratory
College of Education
Arizona State University
Tempe, Arizona 85281

"The Next Step"

54. Professor C. Donald Weinberg
Director, Instructional Media Center
Mercer County Community College
101 West State Street
Trenton, New Jersey 08608

"Hardware and Software for Adult Basic Education in Corrections"

55. Mr. Harry H. Woodward, Jr.
President
World Correctional Service Center for Community and Social Concerns, Inc.
2849 W. 71st Street
Chicago, Illinois 60629

"Human Concerns for the Offender"

APPENDIX J-3

1972 REGIONAL BASIC TRAINING SEMINARS

Employment Categories Represented by Resource Personnel

Seminar	State Dept. of Education	State Dept. of Corrections	Offender/ Ex-offender	U.S. Bureau of Prisons	Higher Education	Profit/Non-profit Organization	Total
Durham	1	2	2	0	4	3	12
Atlanta	1	1	3	1	5	2	13
Notre Dame	2	1	2	0	3	4	12
Chicago	2	2	2	1	3	2	12
Norman	1	1	2	0	3	4	11
Portland	2	4	2	0	2	1	11
Pomona	1	2	2	2	2	3	12
Total	10	13	15	4	22	19	83

APPENDIX K

1972 REGIONAL BASIC TRAINING SEMINARS

Syllabus

I. Nature of the Seminar

A. Description

1. This ten-day seminar is part of the Adult Basic Education in Corrections Program, conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education, Division of Adult Education Programs. The Adult Basic Education in Corrections Program is a national endeavor, implemented in consort with state, regional, and local participation. The Program is conceptualized as a massive effort in personnel training and model design, predicated on the assumption that a function of the penal system is to change behaviors of offenders to the extent of making them fully functioning individuals, capable of achieving self-realization, maintaining healthy social relationships, implementing civic responsibilities, and achieving economic efficiency.

The Program was initiated to achieve improvement and innovation in planning, operating, and evaluating adult basic education in correctional settings, and to realize the broad goals of redirection, reform, and correction of socially, vocationally, and academically deprived adults in the nation's local, state, and federal institutions. In 1969-70 the Program was concerned primarily with development and testing of a process model of adult basic education in corrections. In 1970-71, the process model was used as a basis for design of sixty-six delivery systems for management of adult basic education in correctional institutions. The regional seminars in 1971 are intended to (1) provide specialized training in systems techniques to participants from local, state, and federal correctional institutions and agencies, and (2) to provide supervision and guidance to participants so teams will complete instructional system models for the institutions or agencies they represent.

2. The 1972 regional seminars implement a dual purpose: training and model design.

3. The program designed as a working session will be intensive and demanding, involving ten consecutive work days, including Saturdays, Sundays, and holidays. The daily schedule requires formal assignments from 8:00 a.m. to 5:00 p.m., in addition to independent study and team assignments during evening hours. The schedule leaves little, if any, time for recreation or outside activities.

B. Goals

1. Participants will (a) increase their knowledge about and understanding of concepts and principles of systems approach; (b) increase their knowledge of adult basic education and correctional processes.

2. Participants will (a) improve their skills for developing instructional systems; (b) improve their skills of using systems techniques of analysis, synthesis, modeling and simulation.

3. Participants will acquire more positive feelings about systems techniques for developing, implementing, and evaluating adult basic education in correctional settings.

4. Participating teams will develop models of instructional systems, together with specimen sets of hardware and software to implement the models for the institutions or agencies they represent.

C. Objectives

1. Given a 20-item multiple choice test on concepts and principles of systems approach, after having completed ten days of supervision and instruction in system theory and practice and having completed reading assignments on systems approach, participants will answer correctly 16 items within a time limit of ten minutes.

2. Given a 20-item multiple choice test on concepts and principles of adult basic education and correctional processes, after having completed individual and group assignments and, on these two topics, the participant will answer correctly 16 items with a time limit of ten minutes.

3. Given a word paragraph description of a system, the participants, after having completed ten days instruction and supervised practice in systems, techniques, will be able to create a flowchart model representing the system with 80% accuracy, in 20 minutes.

4. Given a flowchart model, and a set of ten multiple choice items relating to the model, after having completed ten days instruction and supervised practice in systems techniques, participants will be able to answer correctly eight of the items in a ten minute time period.

5. Given a set of concept terms relating to adult basic education, systems techniques, and corrections, and the opportunity to indicate extent to which concepts evoke feeling of pleasure or worth, participants will show an increase in positive feelings attached to the concepts as indicated by comparison of pre and post training responses.

D. Program Content

1. Theory of systems approach

   a. Principles and concepts of systems approach
   b. Simulating with instructional problems

2. Statement of philosophy and assessment of needs

   a. Stating a philosophy
   b. Assessment of needs

3. Specification of goals, subgoals, objectives

   a. Consideration of goals of adult basic education in corrections
   b. Definition of subgoals and behavioral objectives

4. Processing of information

   a. Collection of information about learners, social-cultural-values factors
   b. Analysis and assembling of information
   c. Utilization of information

5. Formulation of plan

   a. Identification of alternatives
   b. Selection of best possible plan

6. Implementation of program

   a. Application of relevant research
   b. Development of curriculum, units, lessons
   c. Production/Selection of materials-methods-media
   d. Tryout of plan
   e. Selection of learners
   f. Operation of the plan

E. Program Methods-Materials-Media

1. Methods

   a. lecture
   b. panel presentations
   c. reaction groups
   d. demonstration or field trips
   e. team assignments
   f. discussion groups
   g. task groups

2. Materials-Media

a. books
b. journals/fugitive literature
c. programmed materials
d. filmstrip-tape models
e. slide-tape models
f. overhead transparencies with tape or lecture
g. audio- and video-tape playback

F. Program Requirements

1. Attendance at all sessions

2. Reading all assigned references

3. Participation in program activities

4. Implementation of program responsibilities

5. Participation in team activities

II. Participants and Staff

A. Participants

1. Personnel in education, industry, and auxiliary services, related positions in corrections and adult basic education personnel in correction and non-correctional assignments.

2. Criteria for selection of participants:

a. employment in corrections or adult basic education
b. education and experience to benefit from training
c. personal qualities to contribute to and benefit from training:

(1) potential for leadership
(2) capacity for logical thinking
(3) capacity for working under stress
(4) capacity for growth
(5) capacity for motivating others
(6) physical stamina and good health
(7) ability to bring about change
(8) ability to cooperate with others
(9) attributes of warmth and empathy
(10) competency in communication skills
(11) degree of emotional maturity
(12) creativity in thinking
(13) dedication to helping others

B. Staff

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director, Adult Basic Education in Corrections Program

Mrs. Carmen Immink, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mr. Edward Sullivan, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Miss Gail K. Warok, Graduate Assistant, Education Research and Development Center, University of Hawaii

Mrs. Judy Chow, Secretary to Program Director, Education Research and Development Center, University of Hawaii

Miss Annette Kunimune, Stenographer, Education Research and Development Center, University of Hawaii

Mrs. Harriet Lai, Clerical Assistant, Education Research and Development Center, University of Hawaii

Miss JoAnn Iwasaki, Clerical Assistant, Education Research and Development Center, University of Hawaii

III. Facilities

A. Center for Continuing Education, University of Nebraska, Lincoln, Nebraska, January 2 - 14.

B. New England Center for Continuing Education, Durham, New Hampshire, January 27 - February 8.

C. Center for Continuing Education, West Georgia College, Carrollton, Georgia, February 9 - 19.

D. Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana, February 20 - March 2.

E. Center for Continuing Education, University of Chicago, Chicago, Illinois, March 12 - 22.

F. Center for Continuing Education, University of Oklahoma, Norman, Oklahoma, April 10 - 20.

G. Portland State University, Portland, Oregon, April 22 - May 2.

H. Center for Continuing Education, California State Polytechnic College Kellogg-Voorhis, Pomona, California, May 8 - 18.

IV. Program Evaluation

A. Immediate Evaluation

1. Assessment of individual progress toward program objectives will be made by comparison of pre and post test results.

2. Evaluation of seminar program will be made through participant and observer rating of program components and program operation.

B. Long-term Evaluation

1. Long term follow-up will be made to determine extent to which participants implement the instructional system of adult basic education in corrections and engage in activities to bring about change.

APPENDIX L

1972 REGIONAL BASIC TRAINING SEMINARS

Required Reading List

Banathy, B. H. Instructional Systems, Palo Alto: Fearon Publishers, 1968.

Griffith, W. S. and Hayes, A. D. Adult basic education: The state of the art. Washington, D. C.: U. S. Government Printing Office, 1970.

Knowles, M. S. The modern practice of adult education, andragogy vs. pedagogy. New York, Association Press, 1970.

Mager, R. F. Preparing instructional objectives. Palo Alto, California: Fearon Publishers, 1962.

Menninger, K. The crime of punishment. New York: The Viking Press, 1968.

Ryan, T. A. (Ed.) A model of adult basic education in corrections: Experimental edition. Honolulu: Education Research and Development Center, University of Hawaii, 1971.

Ryan, T. A. Systems techniques for programs of counseling and counselor education. Educational Technology, 1969, 9, 7-17.

Ryan, T. A. and Silvern, L. C. (Eds.) Goals of adult basic education in corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

Silvern, L. C. Logos: A system language for flowchart modeling. Los Angeles: Education and Training Consultants Co., 1970. (mimeo)

Silvern, L. C. Systems engineering of education I: The evolution of systems thinking in education. Los Angeles: Education and Training Consultants Co., 1965. Pp. 111-129.

U. S. Department of Justice, Law Enforcement Assistance Administration. Administration of justice in a changing society: A report on developments in the United States--1965 to 1970. Prepared for the Fourth United Nations Congress on the Prevention of Crime and Treatment of Offenders. Washington, 1970.

Wood, D. A. Test construction: Development and interpretation of achievement tests. Columbus, Ohio: Charles E. Merrill Books, Inc., 1961.

APPENDIX M-1

1972 REGIONAL BASIC TRAINING SEMINARS

Comparison of Mean Scores for Pre- and Posttest by Seminar on Knowledge and Skills

Seminar	Pretest				Posttest				$\bar{X}$ Gain		
	N	Know-ledge	Skills	Total	N	Know-ledge	Skills	Total	Know-ledge	Skills	Total
Durham	19	23.3	13.3	36.6	19	27.3	42.0	69.3	4.0	28.7	32.7
Atlanta	17	22.0	20.9	42.9	16	27.2	40.3	67.5	4.9	18.1	23.0
Notre Dame	11	22.8	20.4	43.2	10	25.7	38.9	64.6	3.0	17.9	20.9
Chicago	23	24.3	16.3	40.6	22	28.4	44.1	72.5	4.4	27.5	31.9
Norman	17	20.9	14.8	35.7	17	26.6	41.4	68.0	5.7	26.6	32.3
Portland	6	18.4	19.1	37.5	6	24.7	36.3	61.0	6.3	17.2	24.5
Pomona	18	19.4	10.6	30.0	18	23.9	38.3	62.2	4.5	27.7	32.2

APPENDIX M-2

1972 REGIONAL BASIC TRAINING SEMINARS

Comparison of Mean Scores* for Pre- and Posttest by Seminar

on Attitude Inventory

Seminar	Attitude Elements							
	Pleasure				Worth			
	N	Pre-Test $\bar{X}$	Post-Test $\bar{X}$	$\bar{X}$ Gain	N	Pre-Test $\bar{X}$	Post-Test $\bar{X}$	$\bar{X}$ Gain
Durham	20	3.14	3.44	.30	19	3.52	3.75	.23
Atlanta	17	3.19	3.54	.35	16	3.58	3.83	.25
Notre Dame	11	3.59	3.72	.13	10	3.85	3.86	.01
Chicago	23	3.26	3.49	.23	22	3.49	3.72	.23
Norman	17	3.34	3.53	.19	17	3.62	3.75	.13
Portland	6	3.11	3.31	.20	6	3.51	3.64	.13
Pomona	18	3.01	3.45	.44	18	3.30	3.61	.31
Mean		3.23	3.49	.26		3.55	3.73	.18

*
Scale = 1.00 to 4.00
1.00 = Not at all
4.00 = Very much

APPENDIX M-3

1972 REGIONAL BASIC TRAINING SEMINARS

Participant Evaluation* of Program Effectiveness

by Achievement of Seminar Goals

Goal	Seminar							$\bar{X}$ Rating
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
Generation of information about adult basic education in corrections	3,53	3.44	3.45	3.59	3.53	3.17	3.50	3.46
Development of skills for designing models of adult basic education in corrections	3.26	3.25	3.45	3.32	3.29	3.33	3.13	3.29
Increase in knowledge about adult basic education, corrections, and systems approach	3.37	3.38	3.64	3.36	3.35	3.83	3.31	3.46
Development of skills for designing adult basic education in corrections curricula	2.95	3.31	3.18	3.18	3.35	3.33	3.19	3.21

* Scale: 1.0 (low) to 4.0 (high)

APPENDIX N-1

1972 REGIONAL BASIC TRAINING SEMINARS

Mean Ratings of Program Activities by Seminars

Activity	Seminar							$\bar{X}$
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
Meeting others at social hour	3.79	3.38	3.64	3.72	3.47	2.50	3.56	3.44
Listening, banquet session	2.53	3.19	3.73	2.86	3.00	2.67	2.75	2.96
Participating in general discussion	3.68	3.63	3.91	3.50	3.82	4.00	3.75	3.76
Participating in reaction panels	2.95	2.94	3.45	3.27	3.35	4.00	3.31	3.32
Participating in discussion groups	3.58	3.44	3.82	3.41	3.65	4.00	3.38	3.61
Participating in task groups	3.42	3.50	3.82	3.18	3.41	4.00	3.44	3.54
Participating with team members	3.63	3.75	3.55	3.68	3.65	3.67	3.63	3.65
Dialogue with resource people	2.95	3.31	3.91	3.23	3.47	3.33	3.50	3.39
Dialogue with staff	3.21	3.38	3.82	3.27	3.47	4.00	3.56	3.53
Listening to resource persons	2.95	3.38	3.64	3.00	3.47	3.50	3.25	3.31
Listening to staff presentations	3.53	3.44	3.55	3.36	3.41	3.67	3.44	3.49
Reading assigned references	2.16	2.38	3.00	2.27	2.88	2.50	3.06	2.61
Reading supplementary references	2.21	2.19	2.73	2.00	2.82	1.50	1.94	2.20
Informal discussions	3.68	3.56	3.91	3.59	4.00	3.67	3.13	3.66
AV presentations	3.00	3.31	3.73	3.00	3.24	2.67	3.19	3.16
$\bar{X}$	3.05	3.25	3.61	3.16	3.41	3.31	3.26	3.30

Rating Scale = 1.0 (low) to 4.0 (high)

APPENDIX N-2

1972 REGIONAL BASIC TRAINING SEMINARS

Mean Ratings* of Instructional Materials by Seminar

Materials	Seminar							$\bar{X}$
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
Banathy, B.H. Instructional Systems.	2.93	3.10	3.25	3.12	3.31	3.50	3.42	3.23
Griffith, W.S. and Hayes, A.D. Adult basic education: The state of the art.	2.82	3.00	3.38	2.92	3.08	2.50	3.08	2.97
Knowles, M.S. The modern practice of adult education, androgogy vs. pedagogy.	2.83	2.75	3.56	3.19	3.27	3.50	3.15	3.18
Mager, R.F. Preparing instructional objectives.	3.36	3.69	3.44	3.53	3.47	3.50	3.54	3.50
Menninger, K. The crime of punishment.	3.50	2.89	3.57	2.88	3.53	3.25	3.17	3.26
Ryan, T.A. (Ed.) A model of adult basic education in corrections: Experimental edition.	3.53	3.85	3.80	3.53	3.65	4.00	3.71	3.72
Ryan, T.A. Systems techniques for programs of counseling and counselor education.	3.07	3.58	3.50	3.41	3.27	3.00	3.50	3.33
Ryan, T.A. and Silvern, L.C. (Eds.) Goals of adult basic education in corrections.	2.88	3.64	3.40	3.39	3.53	3.50	3.54	3.41
Silvern, L.C. Logos: A system language for flowchart modeling.	3.19	3.53	3.30	3.56	3.24	3.25	3.33	3.34
Silvern, L.C. Systems engineering of education I: The evolution of systems thinking in education.	2.62	3.40	3.22	3.50	3.00	2.50	3.17	3.06
Administration of justice in a changing society.	2.92	3.40	3.22	3.50	3.00	2.50	3.17	3.06
Wood, D.A. Test construction: Development and interpretation of achievement tests.	3.00	3.20	3.25	2.83	3.00	3.67	2.90	3.12
$\bar{X}$	3.05	3.34	3.39	3.22	3.27	3.18	3.29	3.25

*Rating scale = 1.0 (low) to 4.0 (high)

APPENDIX N-3

1972 REGIONAL BASIC TRAINING SEMINARS

Participant Evaluation* of Resource Personnel on Content Mastery

Resource Person	Seminar							$\bar{X}$
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
1						4.00		4.00
2			3.90					3.90
3			3.80					3.80
4					3.76			3.76
5		3.67						3.67
6	3.74			3.55				3.65
7			3.60					3.60
8		3.47	3.78		3.82		3.33	3.60
9				3.60				3.60
10					3.59			3.59
11			3.50					3.50
12						3.50		3.50
13					3.47			3.47
14				3.29			3.57	3.43
15		3.40						3.40
16			3.40					3.40
17		3.40						3.40
18							3.38	3.38
19	3.38	3.20	3.60	3.00	3.35	3.67	3.27	3.35
20				3.35				3.35
21	2.95	3.69	3.20	3.40	3.73	3.17	2.93	3.30
22					3.29			3.29
23					3.24			3.24
24						3.20		3.20
25			3.20					3.20
26							3.19	3.19
27	2.59	3.50	3.20	2.94	3.69		3.07	3.17
28	3.16							3.16
29					3.13			3.13
30						3.20	2.93	3.07
31		3.31		2.71				3.01
32						3.00		3.00
33	2.94							2.94
34		2.87						2.87
35		2.87						2.87
36							2.81	2.81
37	2.50		3.11					2.81
38						2.80		2.80
39							2.80	2.80
40						2.80		2.80
41						2.80		2.80
42		2.67						2.67
43	2.67							2.67
44	2.67							2.67
45	3.00			2.29				2.65
46				2.65				2.65
47				2.50				2.50
48							2.46	2.46
49		1.20						1.20
$\bar{X}$	2.96	3.10	3.48	3.03	3.51	3.21	3.07	3.16

* Scale = 1.00 (low) to 4.0 (high)

APPENDIX N-4

1972 REGIONAL BASIC TRAINING SEMINARS

Participant Evaluation* of Resource Personnel on Communication Mastery

Resource Person	Seminar							$\bar{X}$
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
2			3.82					3.82
3			3.82					3.82
7			3.82					3.82
4					3.81			3.81
5		3.73						3.73
22					3.73			3.73
1						3.67		3.67
6	3.79			3.50				3.65
11			3.64				3.36	3.58
18							3.56	3.56
24						3.50		3.50
15		3.40						3.40
16			3.36					3.36
25			3.36					3.36
17		3.33						3.33
38						3.33		3.33
27	2.59	3.69	3.40	2.78	3.54		3.57	3.26
10					3.25			3.25
19	3.44	2.87	3.64	2.63	3.19	3.33	3.50	3.23
9				3.20				3.20
12						3.20		3.20
36							3.20	3.20
13					3.19			3.19
14				2.88			3.50	3.19
28	3.17							3.17
23					3.13			3.13
29					3.07			3.07
20				3.00				3.00
33	3.00							3.00
26							3.00	3.00
31		3.19		2.70				2.95
34		2.87						2.87
30						2.83	2.80	2.82
42		2.80						2.80
39							2.79	2.79
43	2.72							2.72
35		2.67						2.67
21	1.84	3.20	2.27	2.71	3.40	2.67	2.50	2.66
45	2.94			2.17				2.56
32						2.50		2.50
40						2.50		2.50
46				2.50				2.50
48							2.46	2.46
37	1.83		3.00					2.42
47				2.40				2.40
44	2.33							2.33
41						1.83		1.83
49		1.20						1.20
8		3.47	3.80		3.69		3.36	3.67
$\bar{X}$	2.77	3.04	3.45	2.77	3.40	2.94	3.11	3.06

* Scale = 1.00 (low) to 4.0 (high)

APPENDIX O

1972 REGIONAL BASIC TRAINING SEMINARS

Participant Evaluation* of Program Management

Management Component	Program Element	Seminar							$\bar{X}$
		DUR	ATL	NTD	CHI	NOR	PDX	POM	
Program Information	Pre-seminar information was adequate for my use in making preparation to attend.	1.79	2.25	3.09	1.91	2.59	2.67	2.31	2.37
	Pre-seminar information accurately described the program	1.79	2.38	2.91	2.50	2.71	2.67	2.69	2.52
Conference facilities	The location for the seminar was satisfactory.	3.32	3.25	3.45	2.73	3.53	3.00	3.75	3.29
	Arrangements for meals were satisfactory.	3.63	3.56	3.55	3.77	3.71	3.33	3.75	3.61
	Arrangements for living accommodations were satisfactory.	3.68	3.56	3.45	3.89	3.76	3.50	3.88	3.67
	Physical arrangements (meeting rooms, equipment, lighting, ventilation, heating) for the work sessions were satisfactory.	3.68	2.25	3.45	3.50	3.76	2.33	3.88	3.26
Staff qualifications	Qualifications and competencies of resource personnel were satisfactory.	3.37	3.06	3.36	3.05	3.53	3.00	3.31	3.24
	Qualifications and competencies of the staff were satisfactory.	3.47	2.81	3.09	3.23	3.59	3.67	3.13	3.28
Time allocation and utilization	The balance between formal and informal activities was satisfactory.	2.63	2.88	3.09	2.55	2.76	3.33	3.38	2.95
	There was sufficient time for group activities.	2.42	2.56	2.36	2.45	2.24	2.00	3.06	2.44
	There was sufficient time for meeting informally with other participants.	2.47	2.25	2.18	2.55	2.29	2.33	2.63	2.39
	There was sufficient time for meeting with staff.	2.95	2.81	2.64	2.86	2.65	2.67	3.06	2.81
	The length of the seminar, ten days, was satisfactory.	2.47	2.50	2.82	2.36	2.41	2.50	2.50	2.51
	The daily time schedule was satisfactory.	2.42	2.44	2.64	2.31	2.59	2.83	2.75	2.58
General organization	The seminar met my expectations.	2.95	3.31	3.36	3.27	3.29	3.50	3.00	3.24
	I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii	2.89	3.06	3.00	2.91	3.00	2.67	2.94	2.93
$\bar{X}$		2.87	2.81	3.03	2.86	3.03	2.88	3.13	2.94

*Scale = 1.00 (low) to 4.00 (high)

APPENDIX P

1972 REGIONAL BASIC TRAINING SEMINARS

Rating* of Priority Needs for Adult Basic Education in Corrections

Needs	Seminar							$\bar{X}$
	DUR	ATL	NTD	CHI	NOR	PDX	POM	
Models for values and attitudinal changes	2.4	2.5	2.2	2.2	3.1	1.8	3.0	2.5
Model for career-related adult basic education curriculum	3.5	3.0	2.5	2.3	2.5	3.1	2.5	2.8
Delivery system models for short-term institutions (average stay one year)	3.7	2.5	2.7	3.8	2.6	3.7	2.8	3.1
Models for measurement and evaluation	3.5	3.5	2.8	3.1	4.1	2.5	3.7	3.3
Delivery system models for state or federal institutions not participating in 1971 or 1972	4.1	2.9	2.3	4.3	3.3	5.0	3.6	3.6
Delivery system models for community programs	3.2	3.7	2.4	3.0	4.4	4.1	2.7	3.9

*Scale: 1.0 to 5.0
1.0 = highest priority
5.0 = lowest priority

APPENDIX Q

1972 REGIONAL BASIC TRAINING SEMINARS

Delivery System Models by Site and Team Members

Team Number	System Model Site	Team Members
1	State Correctional Institution Muncy, Pennsylvania	Mrs. Ethel S. Walker
2	Eastern New York Correctional Facility Napanoch, New York	Mr. John H. Riley Mr. Harold M. Silver
3	Coxsackie Correctional Facility West Coxsackie, New York	Mr. Leonard S. Black Mr. Theodore J. Skumurski
4	Attica Correctional Facility Attica, New York	Mr. William A. Dickinson Mr. Peter J. Vandermeer
5	Maine State Prison Thomaston, Maine	Mr. David W. MacMillan
6	Youth Reception and Correction Center Yardville, New Jersey	Mr. John B. Loeb Mr. Anthony C. Turner
7	Federal Correctional Institution Danbury, Connecticut	Mr. Lawrence W. Kelly Mr. Henry F. Bohne
8	State Correctional Institution Pittsburgh, Pennsylvania	Mr. Steven L. Hughes
9	New Jersey State Prison Rahway, New Jersey	Mr. Bernard M. Evanko Mr. Ulrich A. Brandt Mr. Alonzo W. Farr
10	State Correctional Institution Graterford, Pennsylvania	Mr. Norman P. Friend Mr. Robert W. Meckley, Jr.
11	Massachusetts Correctional Institution Concord, Massachusetts	Mr. John A. Pietrowski
Atlanta		
12	Polk Youth Complex Raleigh, North Carolina	Mr. Nelson N. Thomas Mrs. Betty T. Allred Mr. Robert D. Rhyne Mr. Joseph G. Wheeler, III

Atlanta (Continued)

13	Givens Youth Correction Center Simpsonville, South Carolina	Mr. John G. Bodie Mrs. Mary L. Joyner
14	Stone Mountain Correctional Institution Stone Mountain, Georgia	Mrs. Ann P. Dellatte Mrs. Rachel G. Cox Mr. Willis A. Roberts Mr. Joseph F. Tarrer
15	Federal Youth Center Ashland, Kentucky	Mr. Richard O. Williams Mr. Charles B. Carman Mr. Lloyd W. Hooker
16	Federal Correctional Institution Tallahassee, Florida	Mr. Robert E. Honsted Mr. William J. Meusch Mr. James O. Mobley Mr. John J. Swilley

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Notre Dame

17	Federal Youth Center Ashland, Kentucky	Mrs. Virginia Brajner Mr. John Abshire
18	Indiana State Prison Michigan City, Indiana	Mr. Ferdinand A. Schindler Mr. William M. Dacus Mr. Jacque W. Durham
19	Federal Reformatory for Women Alderson, West Virginia	Mrs. Betty P. Johnson Mr. James B. Jones Miss Janice E. Andrews
20	Federal Penitentiary Terre Haute, Indiana	Mr. Glen B. Smith Mr. Max R. Knust
21	State Reformatory for Women York, Nebraska	Mrs. Marilyn K. Hoffman

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Chicago

22	Indiana State Reformatory Pendleton, Indiana	Mr. David C. Price
23	South Dakota Penitentiary Sioux Falls, South Dakota	Mr. Herman J. Venekamp Mr. Walter F. Leapley
24	State Reformatory for Men St. Cloud, Minnesota	Mr. Duane E. Sheppard Mr. Charles B. Gadbois Mr. C. Perry Schenk Mr. Dennis L. Weir

Chicago (Continued)

25	Michigan Reformatory Ionia, Michigan	Mr. William C. Murphy Mr. William R. V. Scrimger Mr. Robert D. Greenhoe Mr. Edwin E. Hill
26	State Prison of Southern Michigan Jackson, Michigan	Mr. Eugene J. Jackson Dr. Jack E. Willsey
27	Federal Penitentiary Lewisburg, Pennsylania	Mr. Harold E. Toevs Mr. Augustine J. Calabro
28	Federal Correctional Institution Milan, Michigan	Mr. Peter W. Jones Mr. Lawrence A. Biro Miss Eileen M. Britz Mr. Michael A. Misiak
29	Federal Penitentiary Marion, Illinois	Mr. Charles A. Craig Mr. Larry C. Henk
30	Federal Correctional Institution Sandstone, Minnesota	Mr. Perry D. Lyson Mr. James E. Hayes, Jr.

Norman

31	Federal Youth Center Englewood, Colorado	Mr. Richard L. Murray Mr. Fred de Clouet Mr. Lee S. LaBrash
32	Colorado State Penitentiary Canon City, Colorado	Mr. John E. Ludlow Mr. Ronald D. Ditmore Mr. Walter D. Roche
33	Penitentiary of New Mexico Santa Fe, New Mexico	Mr. F. Albert Catanach Mr. Alfonso E. Arellano
34	United States Disciplinary Barracks Fort Leavenworth, Kansas	1st Lt. Michael J. Gilbert
35	Missouri Intermediate Reformatory Jefferson City, Missorui	Mr. James A. Krone Mr. Archie Smith Mr. Gregorio G. Melegrito
36	Arkansas Intermediate Reformatory Tucker, Arkansas	Mr. Sheridan H. Carter Mr. Milton C. Henderson
37	Windham School District State Department of Corrections Huntsville, Texas	Mr. Bernard W. Detlefsen Mrs. Mary A. Brown Mr. Karl R. Davidson

Portland

38	Montana State Prison Deer Lodge, Montana	Mr. William J. Wendland Mr. Frank J. Peacock
39	Nebraska Penal and Correctional Complex Lincoln, Nebraska	Mrs. Edith Whiting
40	South Eastern Region Correction Institute Juneau, Alaska	Mr. James L. Scoles
41	Oregon State Penitentiary Salem, Oregon	Mr. Daniel M. Casebier Mr. John D. Newbern

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Pomona

42	Federal Correctional Institution Texarkana, Texas	Dr. Henry H. Jackson Mr. James R. Gorum
43	Federal Correctional Institution La Tuna-Anthony, New Mexico-Texas	Mr. Carl S. Myllo Mr. Arturo Minjarez Mr. Manuel R. Silva
44	South Central Correction Institute Anchorage, Alaska	Mrs. Evelyn Ruskin
45	Federal Correctional Institution Terminal Island San Pedro, California	Mr. Donald M. Butts Mr. William J. Knopke Mrs. Aileen Ma[illegible]
46	Federal Correctional Institution Lompoc, California	Mr. Frank Romero Mr. Timothy Burrell, Jr.
47	Territorial Correctional Facility Pago Pago, American Samoa	Mr. Phil Faasuamalie
48	California Conservation Center Susanville, California	Mr. Harry Sella Mr. Jaime Guzman
49	Correctional Training Facility Soledad, California	Mr. William W. Taylor Mr. Jon M. Sanborn Mr. Harold F. Tupper, Jr.

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